Do you know that you hurt me:

—when you turn down the corner of my leaves
—and break my back,
—or mark me with a pencil,
—and handle me with unwashed hands?

I want to go back to the Library unhurt to be the friend of some other boy or girl.

Don't Hurt Me!

G 317c

CHARACTER EDUCATION

A Program for the School and the Home

6979

by

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and

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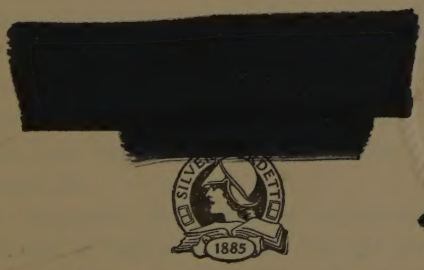

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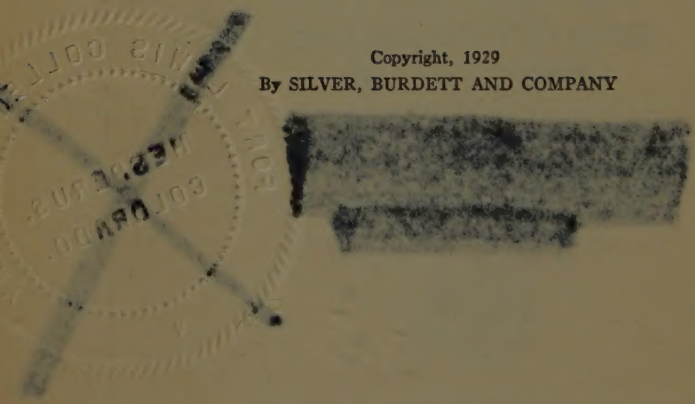

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PREFACE

The primary purpose of this book is to present a theory and practice of character building, that is, of personality enrichment, by means of a program designed to enable the home and the school to cooperate more intelligently and zealously. The fundamental assumption which has motivated and controlled the researches of the authors for the past three years is that any program of character education will succeed *only* in the degree that parents and teachers cooperate wisely and whole-heartedly. With this basic assumption, a series of experiments, investigations, and school, home, and community projects has been carried out in sixteen cities and thirty-one rural communities with 915 teachers and 5,463 parents cooperating. These teachers and parents have in their intelligent, cooperative endeavors for the past three years made a contribution to the study of character training in at least two ways: (1) certain crucial character-training problems, universal in nature, have been ascertained; (2) a successful technique or method by which to approach and solve these vital child problems has been experimentally determined in both rural and urban communities.

Since the diagnostic and remedial measures suggested above were carried out in both the school and the home, this book is divided into two parts. Part One is concerned with the question: How Can the School Build Character? The three sections, consisting in all of eleven chapters, are devoted to a presentation of the psychological and sociological principles involved as well as to a regimen of practices that have been found of greatest help to the teachers and school systems taking part in the investigation. Part Two is concerned with the question: How Can the School and the Home Cooperate to Build Character? In the three sections of Part Two, made up of fifteen chapters, there is presented

a carefully worked out plan of teacher-and-parent cooperation in a child-study program. The fundamental aim of Part Two is to present a plan and technique of school and home cooperation in study and experimentation whereby the child may live continuously in a wholesome environment.

This book is intended for the use of two classes of readers: for teachers and for parents, upon whose shoulders jointly rests responsibility for the success or failure, the happiness or woe of the nation's children. Part One has been planned with the hope that the classroom teacher will find every psychological principle that is set forth clearly illustrated in interesting school projects, case studies, and workable devices for pupil self-government. Part Two presents in language easily understood, certain phases of child psychology which teachers and parents may profitably consider together in teacher-parent study groups.

It is hoped that the book will appeal to all such principals, supervisors, and superintendents of schools as have long since felt the need of a more definite and vitalizing program for parent-teacher association meetings. The parents of every community are a source of significant possibilities for effective cooperation with the school. But these parents need leadership. They need a definite program clearly focused upon the grave problems having to do with that vital and most profound interest, their children. For this reason, Part Two is printed also in separate book form —a parents' edition.

Mothers' Clubs, Child Training Clubs, and Parents' Clubs in communities where cooperation with the schools has not yet been realized, will find in the parents' edition a sympathetic treatment of many of their problems. The suggestions made here have already helped thousands of parents. Extension courses given by universities and colleges that are sensing the need of adult education, especially among parents, will find that the book has been carefully designed and executed as a text for them. In fact, Part Two has already been used for that purpose. Those giving courses in Character Education in colleges and universities will appreciate the carefully selected references at the close of each section. In

so far as possible only those chapters are named which are pertinent to the topic under discussion in the text.

Reading-circle boards will probably find in the book a helpful manual for their teachers, since the text covers both the theory and practice most pertinent to character education in both the rural and the city school, as well as a definitely worked out program uniting the home and the school.

The authors are deeply indebted to many of the great teachers and thinkers in modern education whose philosophy, in some cases, they have attempted to reinterpret by way of concrete illustrations. If the interpretations are faulty, it is hoped the readers will at least see the underlying principle. But it is the hundreds of teachers and the thousands of parents in Missouri to whom the authors are most indebted. Their generous spirit of cooperation, their zeal, and their sincerity in all the projects connected with the university extension courses of the University of Missouri in Character Education during the past three years have made this treatise a possibility.

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INTRODUCTION

What Is Character Education?

It was a hot, sultry Friday morning in May. For four boys in a certain grade, school life had that week been anything but successful. On their way home to lunch the lure of the "old swimmin' hole" and the thought of the opening game of the baseball season alternated in holding their attention. What a relief, what a change from the tedium of lessons and quizzes it would be "to play hookey"! Here, confronting the boys for solution, was a real life situation. At this juncture the minds of these boys became mental chess-boards upon which was staged the contest between "playing hookey" and returning to school. Here a choice must be made. Here was a test of character (for character is determined largely by the choices one makes). How would these lads react, respond, or adjust themselves to this perplexing life situation? Finally, a wholesome social adjustment was made when they decided to return to school that afternoon and accept their responsibilities.

The challenging job of the parent and the teacher is to help the child meet his life situations—that is, his tasks, duties, and conflicts—manfully and successfully. Left unaided and unguided, the child would, in many instances, no doubt, respond in ways that are wholesome and that develop such traits as industry, self-reliance, honesty, self-confidence, patience, and foresight. But in far too many instances the clash between impulsive desires and duty is disastrous, developing such traits as loss of self-control, attitudes of failure, inferiorities, selfishness, sullenness, dishonesty, laziness, indifference, and poor judgment. These maladjustments make the child a misfit in group living. He is said to be abnormal. He is doomed to failure and unhappiness. Guidance, then, at all those points in his experiences where wrong choices are

likely to be made is the child's birthright. He was not born for failure and misery.

It is evident, then, that character training has a two-fold aspect: (1) Prevention, that is, helping the child learn to make wholesome adjustments to his daily life situations so that he will emerge out of every conflict stronger physically, intellectually, and emotionally; and (2) Cure, that is, helping the child overcome certain maladjustments or bad habits by supplanting these with good habits. Unfortunately, character training too often has to spend its best energies upon the latter aspect—uprooting the bad habits.

Character education is a process through which the child learns to make wholesome social adjustments to his many perplexing life situations. Perplexing life situations are all those occasions in daily life which vex, disturb, and annoy because there is a conflict between what one impulsively wishes to do and what one is obligated to do. Wholesome social adjustments are those happy and successful ways and habits of responding which are beneficial both to one's self and to others.

What Is Character?

Simply stated, character develops in the interplay between one's human nature and one's environment. One's character, then, could well be defined as one's way of reacting to his life situations. In truth, character is the sum total of one's ways of responding that have become fairly well established or set.

In a certain city this spring, a member of its police force was found guilty of accepting "hush money." He was summarily discharged. But in the trial it was shown that this policeman received only $125 per month. He was, at this time, attempting to bring up his family of five children in a respectable, residential section of the city. With one girl going to college, and two others in high school, the drain upon his finances had made his monthly salary wholly inadequate for the decent standard of living which his family had a right to demand. No alibi or excuse is offered for this policeman's conduct. He was intelligent. But why did he commit the wrong? Why this maladjustment to a trying life

situation? Was innate human nature alone the cause, or did the social standards, the whole of his environment, play an important role?

A negro janitor in a certain southern university was caught, not long since, with a quarter which he had appropriated from an instructor's desk. On being dismissed, he asked the officials concerned if any one of them could live and support a family of six on $75 per month. Did environment have anything to do with this negro's morals, with his failure to make an honest or wholesome adjustment? Or was he just born that way?

Whether a man turns out to be one of the world's great benefactors or a "bum" who runs amuck in society, environment or society should be held directly responsible, for there is no expression without impression. No healthy human being ever was inherently bad; but many inherit as children a wicked or wretched environment. Character is a matter of stimulus and response. The environment is the stimulus; one's reaction or behavior constitutes the response. One begets the other.

How Can the School Build Character?

If character education means helping the child learn to adjust himself normally, healthfully, and successfully to his many life situations (his environment) then what opportunities does the teacher have for help and guidance in the school?

1. How does teaching effect growth in character?

Many crucial life situations of the child arise in connection with his daily lessons. If he is failing in one or several of his subjects, he is certain to make unsatisfactory adjustments to many of his life situations. For instance, a boy fails repeatedly in history. What does he experience? What part of the subject matter does he learn? Does he learn how to study better? How will these experiences affect his love for history ten, twenty, thirty years from now? What attitudes is he forming toward his teacher, his chums, his school, and society in general?

But the most significant and far-reaching query is: What does this failing child think of himself? Have these experiences in-

creased or diminished his faith and confidence in himself; have they quickened or slowed his dreams of future victory and conquest; have they sharpened or dulled his enthusiasm for living and learning; have they increased or diminished the sum total of those wholesome personal adjustments which will make him stronger intellectually and emotionally for the succeeding conflict? If school-room conditions make the answers to these questions confessions of failure, then one beholds a cross-section not only of the life of a failing child but of a man's failure twenty or forty years hence.

For failure, even in childhood, is fertile soil in which germinate such traits as sullenness, stubbornness, indifference, irritability, lack of self-control, selfishness, intolerance, jealousy, and inferiority. In failure, pride and self-respect are vanquished. The child must succeed. Not the knowledge itself is so significant; but rather the child's attitudes and his estimation of himself are significant. Teaching which helps the child succeed, which enables him to realize his possibilities, insures wholesome character development. Thus the selection of subject matter and its presentation in ways that assure success become vital factors in the development of the strong character, the poised personality.

2. How does the case study method of handling instances of maladjustment effect growth in character?

Too often the hidden but real causes of a child's belligerency are not discovered until it is too late. The teacher's crowded schedule is apt to augment her failure to think of each child as a unique individuality, unlike any other child, one that must needs be understood before he can be helped permanently. Often the injustice done a child by hasty conclusions taints and tinctures his whole attitude toward life. The mistake is made unintentionally by the teacher but that fact does not lessen the consequences one iota. The use of what is known as the "case study method" will do much to prevent such errors. There are several worthy studies on this topic setting forth the technique to be used in diagnosing and dealing with children. These studies not only enumerate the several possible and prob-

able factors operating to cause delinquencies, but they suggest ways of diagnosing, alleviating, and remedying the defects. The case study form, when used sincerely, causes the teacher to stop, look, and collect all facts before making a final decision about certain disciplinary problems.

3. Why will setting up democracies in the school effect growth in character?

A third, and vital, opportunity is in providing the children daily with many situations for self-choosing, for self-judging, for self-controlling, for self-governing. Teachers who have successfully worked out the "home room," pupil-participating plan of government know it to be probably the best training possible for good citizenship. Giving the child daily many chances to make choices, and to feel responsibility to himself and to his group for these choices, might well be called the "practicing," "doing," or "living it" method of teaching citizenship in contrast to the mystical and ritualistic method so long the vogue.

This pupil-participating plan of government presumes that right conduct will be practiced upon the child's own initiative and with results satisfactory to himself. It presumes, further, that the child will be encouraged to question sincerely the accepted standards of right and wrong, to the end that whatever he practices as right may be done intelligently, not blindly. Otherwise it is possible for him to initiate and practice with zest and satisfaction social illusions, and vicious, time-worn customs. In this third method, the emphasis is placed upon learning to do by doing, but doing with intelligence and satisfaction, and not by coercion. Coercive learning of right conduct is usually negative in effect. That is, the child is good because he is afraid to be bad. He does not practice the right upon his own initiative. The ideal is to help him reach the plane where he will desire the good, and secure as much satisfaction in practicing it as he obtained previously in doing the wrong. This ideal can never be realized through coercion alone.

Democracy in America is far from attaining this ideal; but how could it be otherwise? One of the great inconsistencies in our

country today is that we do not realize that we cannot prepare children *for* a democracy unless they are prepared *in* a democracy. How can democratic principles be learned, except by practice? How can children best attain these habits, such as honesty, tolerance, sympathy, square-dealing, and fair play, that constitute the soul of democratic living? We learn arithmetic by practicing it, by doing it. Can we learn the elements of democracy in any other way?

We complain that many of our youth have no appreciative sense of the sanctity of law, of personal and property rights. But how can we expect them to feel reverently the meaning of law and the sacrilege of its violation? They have never had the happy experience of making laws for themselves and those of their group. So far as they are concerned, government is autocratic. Then how can we expect them to feel chagrin and humiliation at seeing erstwhile sacred covenants broken and scoffed at by some of their comrades?

If we would have the child possess desires for, or habits of, truthtelling, open-mindedness, and justice, we must permit him to experience the joy of living in an environment where truthtelling, open-mindedness, and justice reign. The child must do the choosing. He must feel satisfaction when he chooses the right, annoyance when he chooses the wrong. In brief, there will be true moral growth in the degree that the child has opportunity to make right decisions, and to practice with satisfaction those virtues which make for stability of character.

How Can the Home and the School Cooperate to Build Character?

If the child is to make real growth in character, he must live in a continuously and consistently wholesome environment. Such an environment obviously includes the home as well as the school. Any attempt on the part of either the home or the school to put over, independent of the other's cooperation, a definite program for character education will be futile. On the other hand, the home and the school can cooperate most effectively in working

out a day-by-day schedule of life situations that will give the children exercise of those moral muscles that need strengthening most.

What an opportunity for mutual help and understanding teachers and parents have when they cooperate by organizing themselves into study groups, meeting every two weeks for the last hour of the school day! Here can be discussed the psychological principles involved in transforming the home and the school into laboratories that will provide rich experiences for personality development. A definite list of the specific traits the home and school shall attempt to strengthen most can be agreed upon; a cooperative program for the development of these traits can be worked out; and suggestions can be given for establishing in both home and school the environment which will most likely insure success. Parents and teachers will cooperate in earnest in the years to come when they sense the value of each child's possessing a poised, attractive personality and a steadfast character. Earnest and wise parent-teacher study groups may be the source of almost unlimited possibilities for human progress.

What Role Might a Progressive School Play in a Community?

When civilization was in its tribal state, the home sufficed as an educational center. As tribal life became more complex, its social, political, industrial, and cultural life experienced corresponding growths. The preparation of children for membership in this more highly organized community life now became too great a task for the home alone. While the home continued for centuries to be the chief educational center in which the child learned his trade and acquired many of his ideals of living, it was found necessary to create another institution—the school—to assist in the education of the youth. But for centuries the chief function of the school was the teaching of the three R's during a school year of only a few months. However, life was then comparatively simple; its needs relatively few.

Now all has been changed. The education formerly given in

the home has been delegated to or at least taken over by other institutions such as the school, trades and industries, the press, the theater and clubs. Life is now very complex, a turmoil of changes taking place so rapidly that definite and separate responsibilities for each of its many institutions have not been clearly marked out. And yet these institutions, including the school, must keep pace with this progress of the state. The modern conception of the school is that it shall be more than a mere trainer of minds. It shall rear worth while citizens, not only by using its own equipment and functioning within its own walls, but also by becoming a leader and inspirer of all the other agencies in the community.

The significance of the socializing influence of such institutions as the home, church, press, theater, clubs, and local or community government is not minimized. Each of these is indispensable. But each is, by its very nature, so centered on some one phase of life that the vision of life as a whole is apt to be lost sight of. For this reason there is need in every community for a general directorship and guardianship over all their endeavors. There is need for some strong and sympathetic agency to correlate the work of these agencies. As a coordinator it could save duplication of effort; could distribute labor; could unite funds and programs. This agency might well consist of representative leaders from the several socializing influences in the community.

It is in the initiating of this coordinating agency and in the judicious guidance of its activities that the school could lead so effectively. For the school is the one institution to which all people come nearest to pledging allegiance and faith. In the face of this opportunity for leadership, how stupid, selfish, and lacking in vision would the school and its teachers be to hold fast to the old conception of the school!

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A PROGRAM FOR THE SCHOOL

SECTION I

HOW DOES TEACHING EFFECT GROWTH IN CHARACTER?

CHAPTER I

THE LAWS OF LEARNING AND CHARACTER BUILDING

It was Billie's second week in the kindergarten. The teacher was telling for the third time the story of "The Little Red Hen." Most of the class seemed interested; all appeared to be attending to the story except Billie. He was very busy, but with interests of his own. With his crayolas he was diligently drawing pictures on the collar and neck of his little playmate, Alice, who happened to be sitting just ahead. The teacher noticed the young artist but she continued her story to the end. Then, going to Billie, she asked him why he marked on the little girl's dress. Very stoutly he denied having had anything to do with the drawings. The teacher, becoming exasperated, led him to the principal's office.

The principal, who was a thorough student of child psychology as well as a sympathetic father, did not accuse the lad, but said kindly, "Billie, you must not be feeling very well this morning, or you would not have spoiled little Alice's collar." He waited a moment for a reply; then, receiving none, continued, "Why did you do it, Billie?" At this point the little fellow broke down and with sobs cried, "Oh, Mr. ———, I am so sick and tired of hearing about that old red hen that I could tear every feather out of her tail!"

The teacher knew that Billie's home life was intelligently directed and wholesome. She knew that his mother spent much time stimulating her child by good reading, music, drawing, handwork, and nature study. Why a child from such an environment should brazenly lie was a problem beyond her understanding. But she had not realized that Billie had heard these stories of "The Little Red Hen," "The Three Little Pigs," "The Three Billy Goats," etc., since he was two years old. When she heard the

child's emotional answer to the principal, it slowly dawned upon her that sitting quietly for a long period and hearing the same old story again and again made no appeal to his curiosity and his imagination nor to his constructive and dramatic ability. She sensed that the situation held nothing that was new or appealing for him and that he looked elsewhere for something that was "gripping."[1]

What Are the Probable Moral and Intellectual Effects of Any Uninteresting Lesson?

But what was the moral effect of this uninteresting lesson upon Billie? In the first place, it led him into mischief; then he deliberately lied to his teacher before his classmates to escape punishment. Here was his first brazen and open public break with the truth. Furthermore, all the time that he was covertly marking his little friend's collar, he knew he was doing wrong; yet he was satisfied to practice the wrong until caught.

But, if the situation was provocative of moral wrong-doing, it was scarcely less injurious to Billie's intellectual development. Here in the kindergarten he had his first lesson in "the school of inattention." Thus early was he developing habits of flitting attention, listlessness, disrespect for the teacher and her efforts. Can you not see him as a youth in high school a few years later, with such a wrecked stock of intellectual habits as to make attention to the details of an exacting experiment almost impossible? Failures by the thousands in the high schools are in the making in the early grades. Possibly we can go further and say that failure in college, and in life, is so well begun in the grades as to make continuous failure almost inevitable.

Possibly few teachers realize the moral turpitude and intellectual depravity inherent in every uninteresting lesson. How often have we seen not only one pupil but a whole group present in body but absent in mind and purpose during the class period?

[1] Possibly similar predicaments could be avoided by the teacher's asking pupils who already knew the story to listen carefully so they could (1) help her if she omitted any parts; (2) re-tell it; or (3) take a leading part in the dramatization.

But each was pretending to be interested, to attend, to take part, thus forming habits of deception and duplicity. Intellectually these same pupils, under such monotonous conditions, can never realize their powers of concentration, imagination, creativeness, memory, reasoning, and discerning judgment. Moral growth depends upon wholesome stimulation; intellectual growth depends upon intellectual effort. In such a schoolroom environment, there is little wholesome stimulation and certainly little effort and growth.

What Is the Effect of Failure on the Pupil?

Society has long admitted that "Nothing succeeds like success"; but it has been slow to realize that "Nothing fails like failure." Success or failure in the early years affects the entire life of the individual.

Many and far-reaching are the consequences of failure in the school. The child who realizes he is failing becomes discouraged, and he is consequently unhappy. He loses confidence in himself, his interest in wholesome and progressive activities, often his self-control. He gives up. He feels that everyone is against him. Invariably failure develops in him resentment and antagonism against the teacher, the course of study, the school's aims, its rules and regulations. He often becomes "soured on life," hating those who succeed. This attitude of bitterness carries over into the home. He is unhappy in the family circle. No one, he thinks, understands him, appreciates him, cares for him. He is, therefore, hateful to all. His misunderstood morbidness and impudence are often the cause of punishment. He is the all-round misfit.

Again, failure in school develops the child with a "complex." Because he fails, he feels that he must be inferior; and the feeling grows as he broods over his condition. This feeling of inferiority must be compensated for. The child must have recognition. He must have his place in the sun. He, as well as his succeessful companions, loves social approval; and, if he cannot have it, he will have what he thinks is next best—the awed gaze of fellow-students who look upon him as a desperado. Often the students

who are failing in school, especially those of adolescent age, commit offenses that foreshadow a life of crime. Investigators, who have made a follow-up study of "problem" or failing children, find a significant number of them in the reform schools.

What Is the Effect of Success on the Pupil?

On the other hand, the successful child learns to expect success. He has confidence in himself. He feels success. It is his right. The warmth of satisfaction that comes with his achievements urges him into greater and more varied experiences, out of which he gets richer and deeper meanings and insights. These new meanings and insights, in turn, lead him ever on to broader experiences with their consequent intellectual and emotional development. Life is attractive and luring to the successful child. Wherever he goes, he radiates joy and satisfaction. He is winning, growing, conquering; and, in the light of past conquests, he expects to go on into ever-broadening fields of interest and success.

The development of strong will is one of the fundamental aims of early childhood education. But what is will power other than a determined attitude of mind by virtue of which a decision can be made in the face of real conflict? And how can this determined attitude in a little child be developed better than by having him experience a series of successes? A series of defeats will develop emotional attitudes of doubt and vacillation, or a weak will; a series of victories will develop emotional attitudes of self-assurance and confidence, or a strong will. The child must win, for the most part, in his conflicts with reality. Defeats, when they come, should not be so overwhelming that the child cannot appreciate the causes of his disappointments, and hence have some assurance of future successes. There is slight danger of success making a child arrogant and selfish providing he suffers when he shirks.

How Can Teaching Contribute to Success, Happiness, and Wholesome Moral and Intellectual Growth?

How can school situations be made vitally interesting and conducive to maximum emotional and intellectual growth? What

can the school do to reduce failures and multiply successes, thus insuring happier and more wholesome living? Would not a wise, earnest, and persistent use of the laws of learning by both teacher and pupils largely answer these two questions? Teachers need to know how children learn and under what conditions they learn most economically. Pupils need to learn how to diagnose their difficulties and to discover ways that lead to success. There are three fundamental laws that govern learning—the law of readiness, or interest; the law of effect, or satisfaction and annoyance; and the law of exercise, or right practice. In the degree that these three laws dominate every school situation, in that degree will there be significant success and wholesome growth, both in the fundamentals of learning and in certain emotionalized ideals.

How Does the Law of Readiness Affect Learning?

For practical school purposes, let us think of readiness as almost synonymous with interest, and as a special kind of "mental set" or "inner urge" so aggressively purposeful as to command a complete surrender of one's mental and affective life to the object of attention. Thus, when one is genuinely interested in something, nothing else matters. He and that interest, for the one brief minute, hour, or hours, constitute the universe. There is a complete surrender of the intellectual and impulsive life to a unified, continuous, purposing, and focusing activity. Our great poets, artists, scientists, and teachers have experienced this complete capitulation of self to their ideals; moreover, this interest furnished the "drive" that endured, that led them on to realization of their dreams. In every instance, a certain mental set or inner urge aroused, organized and focalized the intellectual and emotional self upon a conscious, determined, fruitful purposing. This mental set is what we mean by readiness and interest as used in this chapter.

Physiologically, readiness is a neural state wherein certain bonds are ready to act. To act gives satisfaction; to be inhibited from action gives annoyance; to be forced to act when the neural state is not one of readiness also gives annoyance. Whether we call

such an observed nerve-adjustment tendency a law matters little to us as teachers. But the keeping of the learner in this state of readiness, or interest-attitude, is not only important but imperative.

This mental set known as readiness or interest is often discussed under two headings—direct and indirect. Possibly the report of an actual classroom experience will clarify the province of each kind of readiness. A certain sixth grade had won the "loving cup" in their city's musical-memory contest for two successive years. If the new class could win it, the room would have the cup as a permanent possession. The outlook, however, was dark, as the musical background of this new sixth grade class was below par.

The teacher submitted the proposition to the pupils, asking if it would be fair for them not to try their best when the two former classes had done so well. At once these boys and girls seemed to sense their obligation to the room's "historic past" and to the faithfulness of their predecessors. Apparently they caught a glimpse of school honor, pride, and the duty imposed upon everyone to play his part. Selections were now studied faithfully and with zest, not because these pupils were directly and primarily interested in music, but because an appeal had been made to their honor and sense of responsibility. Days before the contest, these children were to be heard singing, humming, and whistling snatches of such classics as Schubert's "Serenade" or Haydn's "Surprise Symphony."

Here we have an example of the two kinds of readiness or interest—a direct interest, school pride, which led first to an indirect interest in music, and then to a direct interest in music. In the beginning the pupils studied music because it was one means whereby they could show their school spirit and good sportsmanship. There was "readiness" to uphold the standards of the grade. Eventually, through the training received, there was "readiness" for music itself because appreciation had been developed. Thus, through readiness for one type of activity, a very desirable readiness for another type of activity was developed.

How Does the Law of Readiness Affect Intellectual Achievement?

In a study reported by Knight and Remmers,[2] ten college freshmen were for five days subjected to severe hazing. They were made to believe that they must pass a series of tests, if they were to become members of a certain fraternity. They were paddled with barrel staves; were subjected to fake but seemingly realistic brandings; were forced to eat what they thought was dog meat (really only liver); were not allowed to shave or bathe; were permitted to sleep only one or two hours out of every twenty-four, then were aroused and made to hike ten or twelve miles, carrying heavy weights. In fact, these freshmen were subjected to quite drastic hazing, amounting almost to torture. Finally, very late one night, they were made to believe that unless they passed a series of arithmetic computation tests it would be impossible for them to qualify for membership in the fraternity. They were given a series of seven five-minute tests, with only a short interval between tests. Despite the harrowing experiences of the preceding five days, they made an average of 18.3 problems per period as compared to an average of 9.5 problems per period made by some juniors who took the tests under normal, unmotivated conditions. How shall we account for their making twice as high a score as the juniors, when in practically every way the juniors had the advantage? Undoubtedly the difference is due to their interest urge for membership in this fraternity.

What teacher has not had a delightful week of almost indescribable industry and genuine interest on the part of pupils in correct spelling, neat handwriting, perfect capitalization and punctuation, drawing, reading, arithmetic, and music as the children have prepared for some gala day such as open house, a Christmas entertainment, Mother's Day, or the annual spring pageant? What were previously boresome pieces of subject matter now become focal points of interest and effort. There is a blending of

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[2] "Fluctuations in Mental Production when Motivation is the Main Variable," *Journal of Applied Psychology, VII* (September, 1923), pp. 209-23.

direct and indirect interest, an accompanying change in the pupils from a desultory attitude to one of driving and unified purposes.

How Does the Law of Readiness Affect Growth in Character?

The way a child attends to his daily experiences determines largely whether as a man he is to have a dual or a unified personality, a divided or a united self, a weak or a vigorous outlook, an insipid or a pronounced taste for truth, a vacillating or a valiant will. If his school experiences, both academic and social, have been daily challenges to the depths of his thought and his emotional life, if he has had many opportunities to identify himself with his tasks—that is, has been encouraged to see how he could create or recreate, make or unmake the things that claim his attention, the teacher need have no fear for the outcome. For such a boy will wake up some fine morning a man of clearly defined purposes, ideals, and strong will, of attractive personality and steadfast character with a set of well-organized intellectual and emotional habits.

Many men are unable to do the right, to throw their whole weight of intellect, feeling, and ability into a struggle for worthy achievement because in childhood two selves were developed—one the blasé, hypocritical, uninterested self, the other a being devoid of any but purely selfish interests. And the pity of it all is that these men are the direct product of a dull, unhappy, unstimulating early environment. As children, they were not given daily opportunities to solve problems vitally worth while and gripping, but were subjected to a routine of inane activities. Hence they learned to feign interest, to bluff, to get by. They had no opportunity to develop self-reliance, poise, judgment, stick-to-itiveness, and a social consciousness through daily solving their own academic, personal, and social problems.

What then shall be the standard for measuring the value of any lesson assignment as a wholesome stimulus for intellectual and character development? Dewey sums it up effectively when he says:

Our moral measure for estimating any existing arrangement or any proposed reform is its effect upon impulse and habits. Does it liberate or suppress, ossify or render flexible, divide or unify interest? Is perception quickened or dulled? Is memory made apt and extensive or narrow and diffusely irrelevant? Is imagination diverted to fantasy and compensatory dreams, or does it add fertility to life? Is thought creative or pushed one side into pedantic specialisms? . . . To foster conditions that widen the horizon of others and give them command of their own powers, so that they can find their own happiness in their own fashion, is the way of "social" action. Otherwise the prayer of a freeman would be to be left alone, and to be delivered, above all, from "reformers" and "kind" people.[3]

Thus, if boys and girls with unified personalities and strong-willed characters are to be developed, many changes must be made in the schoolroom. The effect of readiness and interest must be considered. Subject matter and method must be reorganized. Teachers must be happy, interesting, and sympathetic. Lessons must consist of a series of experiences that stimulate effort of a high order. This experiencing will result not only in greater intellectual and emotional growth but in broader meanings and deeper insights. It is through experiencing that the race has reached its present goal. Can the children of this race learn so well otherwise?

How Does the Law of Effect Influence Learning?

The law of effect is often called the law of "satisfaction and annoyance." Simply stated, it is this: When a bond response is attended with satisfaction, the response is strengthened; when the response is attended with annoyance, the bond is weakened. We say a certain nerve bond is growing in strength when we observe that a certain neural response follows more surely and quickly a certain stimulus than does some other response to the stimulus. For example, in giving a little boy flash-card word drill, it was observed that the word "was" caused no little trouble,

[3] John Dewey, *Human Nature and Conduct* (Henry Holt and Co., 1922), pp. 293-4.

being almost as often called "saw." In fixing the right bond, the law of satisfaction and annoyance (i. e. effect) played a significant part. During the drill, if the child became puzzled and began forming his lips to say "saw," the experimenter showed displeasure by frowning or even scolding; but when the boy fixed his lips or half-whispered "was," he received looks of satisfaction, nods of approval, smiles, and such remarks as "Fine, I knew you could do it." Thus was attached a feeling of satisfaction when the pupil practiced the right, and a feeling of annoyance when he practiced the wrong. Soon the wrong bond response died from disuse, while the correct bond grew in strength.

The educational inference is obvious. If rapid and accurate learning is the aim, reward the right bonds and punish the wrong. But which is the stronger incentive to learning, reward or punishment? Teachers would generally agree that satisfaction wins more often than annoyance. Their experience suggests that more is gained by praise than by fault-finding. Nevertheless, it is possible that marked individual differences in children or some element in the specific situation would make annoyance the greater factor at times. Many people learn more economically by occasional defeats. For the most part, the child must win in his conflicts; but defeat may be used to teach him to analyze a situation, thus insuring future permanent success in a similar situation. Probably it is more nearly right to say that a greater degree of success is realized when both incentives are used. In other words, for most economical learning, other things being equal, satisfaction should follow right acting and annoyance wrong doing.

Some psychologists use the terms "success" and "failure" instead of satisfaction and annoyance. When success attends, there is a focalization of all pertinent neurones as well as a "protective insulation" against all thwarting, distracting ones. Failure means a breaking down of readiness, therefore a weakening of morale. The law of effect might be stated anew by saying that any modifiable bond is strengthened or weakened according as success or failure attends the exercise of the reactions.

How Does the Law of Effect Influence Intellectual Achievement?

The marked effect of success and failure upon the attitude of the learner is too little appreciated by many. The significance of "Nothing fails like failure" is often never felt until some acute situation arises in the school. When a case study of the "incorrigible child" is made and the facts analyzed, it is often discovered that failure in his school work or in some other goals of his interest is the primary cause of his degeneration.

A typical life situation, illustrating the effect of failure, is reported by Dr. Book:

A ten-year-old girl in the building where the writer was principal was doing such poor work that her case was brought to the attention of the principal. Investigation showed that this girl was trying very hard but could not learn to spell the words assigned her and that she was failing in arithmetic. She was keenly conscious of her inability to succeed and frankly told the principal that she could *never* learn these subjects, no matter how hard she tried. Because of her failure at school she was frequently punished at home, sometimes severely. When the principal talked to her mother, the latter promised not to punish the girl again for her failure in school. Special work that was very easy for this girl to do was then arranged by the principal and teacher and she soon found to her delight that she could accomplish all the work that she was asked to do. In the course of a week her whole attitude began to change. She became happy and more confident that she could do all the work that she was asked to do. This program was continued for several weeks, and when she was gradually put back on the regular work of the grade in which she belonged she found to her great surprise and delight that she could do this work too. She was given no extra help by her teacher, but was always given tasks that she could do, a program that was continued until her confidence in her own ability to succeed was fully restored. This difference in her ability to succeed was due entirely to her attitude toward herself and toward success. Before the experiment began she believed that she was going to fail. As the experiment proceeded she became more and more confident that she would be able to succeed with all her tasks. In the course of a few weeks her whole attitude had

changed. Her deportment had improved; she began to take a keen interest in play and games; her excessive nervousness had disappeared, and her mother came to school to inquire "what in the world had been done to perform this miracle on Helen."

There was no miracle about the case. The little girl had simply been given things to do which she could do well. This gradually changed her attitude toward herself and toward her tasks and developed the belief that she could succeed with everything she was asked to do. The teacher was careful to make assignments that would enable the girl to succeed with all her tasks. This gradually developed the habit of success and changed her whole attitude toward her work. The marked improvement in her ability to work was due entirely to the fact that the gloom of failure was supplanted by an atmosphere of confidence in her own ability to succeed, born of actual success with the work that she was asked to do.[4]

The data from two separate but supplementary investigations, by Keyes and by McKinney, show the effect of failure and success upon children's attitudes and scholastic attainments. Both made a study of repeaters. Keyes[5] found that 28 per cent of the repeaters whom he studied did better work for having stayed the second year in the same grade, that 36 per cent showed no improvement, while 36 per cent did poorer work than in the preceding year. McKinney[6] found that 35 per cent of the repeaters did better work than in the preceding year, that 53 per cent did about the same quality of work, while 12 per cent did much poorer work. Roughly speaking, about one-third of all these repeaters did better work as a result of their being forced to take it over again. This gain could easily be explained by their increased maturity. But what shall be said about the fate of the other two-thirds—the failures? Would a chance to succeed have helped? An affirmative answer is found in McKinney's study, which shows further that of 1,276 failing pupils who were given

[4] W. F. Book, *Learning How to Study and Work Effectively* (Ginn and Company, 1926), pp. 323-4.

[5] Charles Keyes, "Progress Through the Grades of City Schools, A Study of Acceleration and Arrest," *Contributions to Education,* No. 42. Teachers College, Columbia University.

[6] H. T. McKinney, Unpublished report, summarized in *Journal of Educational Research,* May, 1921, p. 326.

probationary promotion of six weeks, 75 per cent made good. Thus, over 900 of this group that were scheduled to repeat the grade passed on trial to the grade above and stayed there because their work was satisfactory.

How Does the Law of Effect Influence Growth in Character?

Just as a child learns his numbers most economically when he is in a high state of readiness and interest, so will he learn moral traits most effectively. There are no separate laws of learning for numbers and for morals. In changing from bad habits to good habits, the child must get as much satisfaction out of being good as hitherto he got satisfaction out of being bad. This philosophy may often appear impossible of application; but to ignore it is to ignore reality, to play at, rather than work at, character development.

But how is dishonesty, a trait that destroys confidence and wrecks institutions as nothing else does, built into character? A child steals. The teacher catches him. The stolen article is returned and the boy is punished. The teacher thinks she is supplanting the evil habit. But has the experience taught the boy that it is wrong to steal? Rather he has learned that it is a mistake to get caught. He is sorry that he was not more cunning and next time will be wary in his theft. If he does practice honesty, it will be because it is policy to do so. He is still dishonest at heart.

If, now, this trait is to be supplanted by genuine honesty, there must be instilled in the boy a desire for honesty. Someone will have to help the boy feel that honesty is a fundamental social need, necessary for the success and happiness of everyone, and that if dishonesty is the vogue, nothing, not even his most treasured possessions will be safe. In the degree that he sees himself as a co-worker with others who are striving to set up a way of living that will bring happiness, success, and satisfaction for one and all, will he learn most effectively that his past conduct was in the end a losing and unattractive pursuit.

Convince him that he is the greatest loser when he disobeys the moral law and he will be moral. If this is not done he may be forced to obey the law but he will not be kept from wanting to break it. If a child is taught from the beginning that morality is a social, cooperative scheme organized for the benefit of each individual, he will refrain from being immoral, not because someone has demanded it, nor because he is afraid of being caught, but because he does not desire to be immoral. He should be really taught that he is the loser if he is immoral. He will then not possess any hidden notion that the thing is fundamentally pleasant. He has learned that it is not.[7]

Children must have many opportunities to practice the right with satisfaction. A certain elementary school principal in a large city system became aware that each month less and less was brought to the "Lost and Found" room. He knew that many articles were lost daily, and he suspected that children were simply pocketing things they found. Appeals to honor, attempts at coercion, and detective tactics failed. Finally, the matter was made a problem for the general school assembly. Here students openly made the charge that the storeroom was full of articles that had been turned in months ago and had never been claimed. It was pointed out that such a disposition of lost articles did no one any good. The assembly finally agreed upon the following procedure:

1. That if the owner did not come for an article within five days after it had been found, it became the property of the finder.

2. That when the owner came to the lost and found room and described his property accurately, the next steps were to be as follows:

   (a) The owner was to go at once and get the pupil who found his property.

   (b) The finder was to listen to the description and, when satisfied that this was the owner, get the lost article himself from the storeroom and give it to the loser.

[7] John J. B. Morgan, *The Psychology of the Unadjusted School Child* (by permission of The Macmillan Company, publishers, 1924), pp. 120-1.

The arrangement proved very satisfactory. The principal was present always throughout the transaction and saw to it that the loser did not forget to express his gratitude to the finder. Nor did the principal neglect to praise the participants. Both pupils, the loser and the finder, were satisfied with this procedure; and the teachers of the school felt that an appreciation for honesty and satisfaction in being honest were outcomes. Only through a practice of right which gives satisfaction will there be optimum growth in right living.

How Does the Law of Exercise Influence Learning?

The law of exercise is made up of two equally important parts: use and disuse. The *law of use* might be stated as follows: Other things being equal, when any modifiable bond or connection between a situation and a response is exercised, that bond or connection is strengthened. This law of use is fundamental. Since learning depends to a great extent upon the number of repetitions made, we have a corollary growing out of the law of use, known as the *law of frequency:* The more frequently a bond series between a situation and a response is practiced, the stronger this connection between the two becomes.

The *law of disuse* is defined as follows: Other things being equal, when a modifiable bond or connection between a situation and a response is not exercised, the bond connection becomes weakened. Thus, learning is a gradual process depending, other things being equal, upon the frequency of repetitions; unlearning or forgetting is a gradual process depending, other things being equal, upon infrequency of repetition.

How Does the Law of Exercise Influence Intellectual Achievement?

Exercise is the primary cause of growth, whether it be of mind or muscles. But probably a word of caution should be inserted at this point regarding the time-worn proverb, "Practice makes perfect." Truly it is a pedagogical inference from the law of exercise; nevertheless nothing could be more false. Rather must

we say, *"Right practice makes perfect."* When a nerve bond is being exercised, it cannot ask, "Is this connection the one that is right?" As Myers says:

A mistake is immeasurably serious. Once it is made we are never sure it will not be made again in just that same way. A wrong answer in number work is apparently just as definite as a right answer. In terms of habit processes there is no difference between a wrong answer and a right one. Errors are not negative entities. They are just as positive as correct responses.[8]

For example, Myers and his students recorded the errors made by pupils on certain number combinations. If a child in his practice work made an error, his successive responses were recorded over a certain period of time. One pupil made the following series of responses to 4 plus 6: 8, 8, 10, 8, 10, 10, 8, 10, 10, 10, 10, 8, 10, 10, 10, 10, 10, 10, 10, 8, 10, 10, 10. Note that the initial mistake, 8, occurs less and less frequently in the series; yet it was found fourth from the last response. Another child responded to 2 plus 4 as follows: 7, 7, 6, 6, 7, 6, 6, 6, 6, 6, 6, 7, 7, 6, 7, 6, 6, 6, 6, 6, 7, 6. Here again the wrong answer persists, recurring in next to the last response. Myers suggests that an error once made is never entirely lost. Undoubtedly our nervous systems are still alive with certain traces of errors made in childhood.

The principles that should guide us in the effective manipulation of the law of exercise are really correlates of the laws of learning. They are as follows.

Exercise the bonds that are needed in life. What a mass of inane subject matter would pass to its reward were we to take this principle seriously in our school teaching! Compare the subject matter of many of our high schools and colleges with actual life needs! However, practical changes are being made; and we are fast shaking loose the bonds of tradition.

Know what bonds you want to exercise daily. La Rue says, "If I were asked to state the outstanding difference between the pro-

[8] G. C. Myers, *The Prevention and Correction of Errors in Arithmetic* (The Plymouth Press, Chicago, 1925), p. 75.

fessional and unprofessional teacher, it would be that *the professional teacher thinks out clearly just what he is trying to do and has a plan for doing it.*"[9]

Know the standards by which to measure performance. Whether we are teaching reading, spelling, handwriting, or arithmetic, one of the preliminary and basic requirements is to know what is the perfect type of performance. Teachers should be familiar with the best recent research relating to the various subjects so that they can critically analyze the materials and methods of presentation.

Exercise the bonds in the way that they will be used. Effective learning means that the bonds must be exercised in the way that they are to be used. Children have been permanently handicapped because they have learned a thing in one way and have needed to use it in another. They have been taught to spell orally, when all their needs in life have called for written spelling bonds, words written in sentences. We learn precisely the reactions that are exercised.

The study of Gates and Taylor in handwriting is apropos at this point.

> Two squads of children with about equal intelligence and motor ability but without previous experience in writing were selected. One squad practiced daily the tracing as described [letters on tissue paper placed over the letter forms that were visible through the paper], the other practiced actual writing, using a model placed above the writing page. After about a month of daily practice on ten different letters, both groups were tested for several days in real writing, using only the model as a guide. Some [of these children who had been in the letter tracing squad] were almost completely baffled. . . . . Some of them simply could not produce a legible letter; their consternation and chagrin was pathetic.[10]

The children had daily practiced tracing letters and had learned this art; but when asked to write these same letters independently, they were helpless. What we react to, we learn. What we practice, we are.

[9] D. W. La Rue, *The Child's Mind and the Common Branches.* By permission of The Macmillan Company, publishers, p. 69.

[10] A. I. Gates, *Elementary Psychology.* By permission of The Macmillan Company, publishers, pp. 341-2.

Discover errors in performance early. Unless errors are early discovered, repeated practice is simply firmly establishing the wrong bond. What a boon it would be if pupils and teachers would enthusiastically diagnose early difficulties and thus make all future effort and practice count for progress!

The thoughtful reader can probably recall from his day's practice other principles of guidance as significant as these listed. That the child needs guidance at every turn is axiomatic. We all have "unrootable," detrimental bonds—such as improper strokes in tennis, swimming, or golf—and wrong habits of study because, in the early stages of learning, the proper guidance was lacking.

How Does the Law of Exercise Affect Growth in Character?

What one would have in character, let him practice in conduct. Thus the immediate aim in the home and school should be good conduct, for good conduct when lived begets good character. Perhaps the prize fool of the age is the one who thinks he can play fast and loose morally or intellectually for a few years and then all at once turn right-about face. Such a reversal in form of living is physiologically impossible. For habit is even stronger than instinct. And, though the chain which habit forms is at first so light that it cannot be felt, it soon becomes so strong that it cannot be broken.

The significance of the law of exercise in teaching the child right attitudes and habits from the beginning is well set forth by La Rue when he says:

> Suppose all the keys of your piano or your typewriter were disconnected from their respective hammers or type pieces. Then you would have to give the instrument an "education" by forming the proper bonds in it. You would have to "connect up" each key so that when you struck it, an impulse would pass in through that mass of wires and levers, not at random, but *along the one right route that could bring the desired response.*
>
> If your instrument were so made that every time you struck a key carefully and correctly, it did its bit toward forming the right connection, and every time you struck a key carelessly or unskill-

fully it did just as much to form a false connection, the educating of that instrument would be very much like educating a child. You would be extremely careful about striking a key or letting anyone else strike one; for you would not want your piano to play *b*-flat when you struck *d*, nor your typewriter to print a *j* when you struck an *a*. We ought to be just as careful as to who "plays on" a child, and for much the same reason.[11]

Do Creative Activities Provide an Economical Medium for Developing Intellectual and Character Traits?

On the following pages are described very briefly two creative group activities which utilize the three laws of learning as well as several of their correlates. These two illustrated assignments grew out of the pupils' own experiencing. They represent the pupils' inner urge to take the initiative, to create, to make over certain experiences. These lessons illustrate the identification of the self with the situation at hand. An analysis of them will show whether the following are evidenced: readiness, or interest in the work; working with success and satisfaction; exercising those impulses, special abilities, habits, and attitudes peculiar to each child, thus taking care of individual differences; as well as practicing such fundamental character traits as neatness, accuracy, originality, thinking, industry, enthusiasm, responsibility, determination, tolerance, courtesy, altruism, sincerity, faithfulness, group loyalty, and team work.

The Village Blacksmith. A certain sixth-grade teacher and her class spent a happy thirty minutes reading together "The Village Blacksmith." They decided that when Longfellow wrote this poem he must have had in mind his ideal American citizen. The pupils pointed out several ideal qualities of citizenship as portrayed in certain stanzas. They became deeply interested in the life of the humble village smith and all that he stood for. So enthusiastic were they that near the end of the class period one boy suggested that the children in Grades I, II, and III ought to known about this man so they too would grow up as good citizens.

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[11] D. W. La Rue, *The Child's Mind and the Common Branches.* By permission of The Macmillan Company, publishers, p. 9.

(Citizenship training was one of the primary objectives in the course of study of this school and actually received daily attention in one way or another.) The teacher, in her hurry to meet another class, could not follow up the boy's suggestion other than to throw out the challenge by saying, "All right, go ahead and present it at the assembly next Thursday morning. That gives you two days to plan and prepare your presentation. Of course you will have your other lessons as usual."

The sixth grade accepted the challenge. The English period was used that afternoon to discuss the best possible ways of presentation. It was a real oral English period, too. Everyone had something to say. But no conclusion could be reached regarding the most effective method of presenting the poem. A special class meeting was called after school. Finally, a combined dramatization and moving picture film was decided upon as being the best means of appealing to the younger children. Pupils then volunteered to bring wall paper, material, and tools needed to make the reels.

That evening some twenty yards of plain wall paper was donated to a class committee by a local merchant when the pupils had explained to him its intended use. The next morning the reading period was used to re-read the poem, with a view to determining what traits of character could be most effectively put in the pictured scenes. The pupils finally decided to present the life and ideals of the smith in eight scenes, which they labelled as follows: (1) The Village smithy; (2) He was a Christian; (3) He loved children; (4) He was honest; (5) He loved his boys; (6) He was industrious; (7) He was healthy; and (8) In Memoriam.

Various phases of the work were then allotted to different groups. Two "problem boys" who were handy with tools volunteered to prepare a frame that would permit the film to be rolled and unrolled. The result of their work was a surprise to the class. It was later learned that they had spent the greater part of the preceding evening planning and devising means of "reeling off" the wall paper. The contraption which they finally presented

to the class was a frame about 4 feet long by 2½ feet wide. Near the top and bottom of each side of the frame, two one-inch holes were bored. Into these were inserted rollers cut from broom handles. Later the "film" was attached to these rollers. Two cranks taken from old washing machines operated the reel. One was nailed to the end of each roller, at opposite sides. It took two boys to work the machine, one at each crank.

Those children who were especially gifted in drawing used the two drawing periods as well as much time after school preparing the scenario of eight pictures. Usually at least two pupils co-operated in preparing a scene. This meant that each group must study some particular stanza carefully so that the picture or scene would be a faithful interpretation of the thought in the stanza. These pictures were drawn upon the wall paper as it was rolled out upon the table or floor. Each picture had a title.

Some idea of the originality of the pupils' interpretation may be had from a brief description of each scene. The first picture, entitled "The Village smithy," was that of an old-fashioned blacksmith shop under a spreading tree. Inside the shop were to be seen the smith and much of the equipment. The second picture, "He was a Christian," showed the smith and his five children going to church. The characters were cut out of magazines and pasted upon the wall paper. The church, landscaping, and sky effects were drawn by the pupils. The third picture, "He loved children," showed a schoolhouse on the hill, out of which the children were running. Down at the foot of the hill was the smithy, and there a group of youngsters was happily watching the man at work. The fourth scene, "He was honest," showed the blacksmith entering the grocery store. He had a check in his hand with which he was about to pay his monthly bill. The fifth picture, "He loved his boys," showed the smith out playing ball with his boys in the front yard. The sixth picture, "He was industrious," was a night scene of the man in his lighted smithy diligently finishing a task that must be done. The seventh picture, "He was healthy," was that of a well-built man standing beside his anvil. On either side of him were pasted pictures of

early Greek athletes, with whom he compared very favorably. The eighth and last picture, "In Memoriam," was a drawing of the old chestnut tree, lying upon the ground, and by its side the monument which had been erected in its place.

Nine children were chosen to take part in the oral presentation. One of the nine acted as general manager. Each of the scenes was to be explained by a student. The "try-out" was a very exciting period. If the student named did not present his part with "pep" and give a colorful interpretation or if he did not speak out, others were tried. The class as a whole suggested changes in the speeches. In three cases, pupils who had been chosen withdrew voluntarily because they felt that other members had more dramatic ability. The group felt the seriousness of the undertaking. The members were willing to forego any personal gratification which interfered with the success of the enterprise.

Needless to say, the audience was greatly pleased with the performance. It was presented twice to groups of children, and once before the parent-teachers' association. The manager, in introducing the show, spoke of it as "A sixth-grade production in 'reel' form presenting the eight most important scenes in the life of one of America's greatest citizens." He emphasized the fact that when Longfellow wanted to find his great American he did not interview the President or a judge of the Supreme Court but rather did he find him in his own home town. He then told the audience that each scene would be explained by a different pupil.

The results were surprising, even to the teacher of this grade. She did not realize that her pupils had the organizing and managing ability that they showed in the preparation of this work. Neither did she know that any of her pupils could draw so well. One bright boy, a member of the group, remarked, "Why, we did not know that any of us could do such a thing." The so-called fundamentals of reading, oral and written English, as well as drawing and manual work, were practiced with success and satisfaction. Emotionalized attitudes of initiative, faith, confidence, neatness, accuracy, aesthetic taste, judgment, tolerance, coopera-

tion, and living happily together received emphasis. Children who had been problems found a new interest in school work and felt highly elated when some of the more academic-minded pupils complimented them generously for some of the important work in drawing, the improvising of the frame, as well as their originality in certain features of the presentation. Thus the work and the attitude of the entire class were improved because of this deviation from the routine way of presenting subject matter.

Little Black Sambo. The teacher and children in Grade I had just finished reading and discussing the story of Little Black Sambo. As they were looking through the table of contents in their new readers for more good stories, one little girl said, "Daddy, Mother, brother, and I played Little Black Sambo last night." The children questioned her on several points and then enthusiastically asked if they could not do something with the story. The greater part of the next three days was given over to supervising the children as they divided themselves into "like-minded groups" and worked the story out in their own way. The seven following activities were proposed, planned, and carried out by the children: (1) making a sand-table picture story of Black Sambo; (2) making a puppet show; (3) pantomiming the story; (4) making a picture book of the scenes in the story; (5) dramatizing the story; (6) making over the story, substituting the names of children for certain characters and changing the animals to bears; and (7) making a movie film of the story. Note the motivated practice in the fundamentals of learning as they re-read, re-lived, and re-organized the story. For, in every instance, the children not only planned their way of making over the story but put on their demonstration for the other sections in the class. Both praise and constructive suggestions were freely given and as wholeheartedly received in judging the merits of the several productions.

The two following questions might be raised: (1) Did these children practice with readiness, success, and satisfaction such fundamental processes as reading, spelling, oral English, writing, drawing, painting, sewing, pasting, and measuring linear units?

(2) Did they practice with readiness, success, and satisfaction such emotionalized attitudes as cooperation, individual and group responsibility, confidence, initiative, clear thinking, originality, enthusiasm, tolerance, neatness, thoroughness, industry, and perseverance?

Now, to be sure, it is recognized that teaching all subject matter around creative activities is neither economical nor desirable. Drill periods are necessary. Children may get as tired of a daily diet of "creative experiences" as they do of the ordinary schoolroom routine of study and recitation. However, it is imperative that daily provision be made for some sort of creative experience for the pupils. This experience would insure an outlet for their impulses to conceive, construct, create, and make over some of the teacher's assigned situations; it would, moreover, help them see the need of certain skills in reading, writing, arithmetic, English, or drawing.

In her zeal for the acquisition of certain facts, the teacher is apt to overlook the opportunity for character growth inherent in the most commonplace schoolroom situations. The child's daily adjustments to the many situations of school life affect his character immeasurably. Is he crushed and embittered by failure, or is he challenged and fired by success? Is he indifferent, unresponsive, and discouraged, or is he enthusiastic, animated, and confident? When the laws of learning are functioning and when pupils are challenged by problems calling forth their initiative and creative ability, there is unlimited opportunity for both intellectual and character development.

Conclusion

1. The child must succeed in his school work, because failure mars his life not only as a child but as an adult.
2. The child will conquer his school work largely in the degree that he and his teacher employ zealously the laws of readiness, exercise, and effect.
3. The teacher must have at least these two primary aims in every lesson:

(a) The acquisition of certain fundamental knowledges, skills, and appreciations by every child.

(b) The strengthening of certain desirable character traits in every child.

4. The teacher must succeed in teaching the assignable subject matter, such as certain knowledges and skills; otherwise the child will feel discouraged and resentful, making impossible the learning of such non-assignable subject matter as self-confidence, enthusiasm, industry, perseverance, and happiness.
5. The child and teacher will succeed largely in the degree that they discover together in the lessons and experiences wholesome outlets for certain impulsive urges, specialized abilities, and tastes. Each child must have his chance to contribute, to cooperate, and to conquer.
6. In most schools, 90 per cent of the child's day at school (not counting the noon hour) is concerned with one big life situation—a struggle with his lessons. Therefore it becomes imperative for teachers to see that he wins in his conflict, that he learns to adjust himself in a successful way, thus emerging from the day's work better and stronger intellectually and emotionally.

CHAPTER II

SUBJECT MATTER AND CHARACTER BUILDING

We are accustomed to thinking of subject matter as facts and information to be acquired. But such an idea does not include attitudes of tolerance, truthseeking, and thoroughness; habits of thinking clearly, judging accurately, and speaking concisely; appreciation of our debt to the past and of our obligation to the future, which are equally necessary.

Kilpatrick often defines subject matter as "ways of behaving." Since being thoughtful of the needs of others, being polite to all people, and being able to count out sixteen cents to the postmaster for eight two-cent stamps are all ways of behaving in response to situations, they are very desirable bits of subject matter or things to be learned. Thus it is obvious that we need to be consciously and constantly reminded of the broader definition that *subject matter is anything to be learned.*

What Kinds of Subject Matter Are There?

The succeeding chapters will be best understood if we classify all things to be learned—subject matter—into two sharply differentiated groups: (1) the fundamental knowledges and skills and (2) the emotionalized attitudes and ideals. The former would apply to the intellectual phases of learning, the latter to the feeling or emotional phases. The "fundamentals" would include all those facts, knowledges, and skills necessary for success—in so far as success is dependent upon facts and skills rather than upon character. Thus under the caption "fundamentals" would be classified all knowledges and skills incident to the following eight types of learning: (1) health, (2) vocation, (3) citizenship, (4) family relations, (5) use of leisure time, (6) morals, (7) the mechanics of the common branches, and (8) international relationships. The quantity and quality of these fun-

damentals would of course vary with the individual's nature and position in life. For example, the knowledge of soils which a home gardener needs would differ greatly from that needed by an expert in an agricultural college.

The "emotionalized attitudes" of subject matter would include all those learnings of right attitudes, dispositions, mental sets, appreciations, purposes, and ideals which largely constitute the constructive character, the wholesome personality. Whereas the fundamentals are knowledges and skills, the emotionalized attitude is the *will to do,* the desire to practice these knowledges and skills. Let us take as an example citizenship, one of the eight types of learning. Knowledge, and the laws of our land, and skill in the machinery of carrying out these laws, would constitute the "fundamentals of learning." In contrast, the desire and the will to give respect and obedience to these laws, would be "emotionalized" subject matter. The gulf between thought-life and feeling-life is strikingly in evidence, whether we consider the behavior of children or adults. For often we all *know* what is truth; but we lack that compelling *feeling* urge to practice truth.

Which Kind of Subject Matter Is the More Fundamental?

There is grave danger that the reaction against knowledge goals and their standardization may result in their being neglected for a decade or so. Many teachers and even whole school systems are now calling the learning of facts and skills "mere incidentals" in comparison with the development of strong character. They quote Dewey when he says, "Not knowledge, ... but self realization is the goal. To possess all the world of knowledge and lose one's own self is as awful a fate in education as in religion."[1] But it would seem that such devotees know his philosophy only in part. Thousands are attempting to teach reading, writing, spelling, arithmetic, oral and written English "incidentally" in connection with projects that stress life, living, and citizenship. Scientific drill,

[1] John Dewey, *The Child and the Curriculum.* Reprinted by permission of The University of Chicago Press, 1902, p. 13.

diagnostic testing, and remedial work are all but ignored. The products of such teaching in these formal subjects are in far too many cases very undesirable. All recent research and scientific experimentation regarding what to teach, how to teach it, and how to measure it are lost in this rabid, emotional reaction against knowledge aims and goals. This lack of balance is to be condemned. If, in the past, character education or the building of emotionalized ideals has been grossly neglected, we shall be still unbalanced if we now neglect the so-called fundamentals.

In fact, will not the better teaching of both kinds of subject matter result in superior achievements in each? Will not the organization of our fundamental knowledges and skills about creative enterprises and experiences, interesting and life-like, afford the children many opportunities to learn effectively not only the fundamentals but the emotionalized ideals as well? For when a child realizes that success in his project is dependent upon his acquisition of some bit of knowledge, skill or the display of the altruistic spirit, conditions are ideal for his learning all three of these.

What Is the Criterion for Mastery of Subject Matter?

One cannot say that he has made a sale until someone has bought. He cannot say that he has taught until someone has learned. Nor can he say that someone has learned until that someone has changed. In fact, the degree of "changedness" is the measure of how much one has learned or has been taught. It is a peculiar kind of change also, evidently more than the forming of a new neural bond. It is a change that carries over into the emotional or affective life, making one desire or will to do. The psychologist would say a thing has been learned when the child *can* do it or say it, as the case may be. But society wishes that a certain thing be learned so that the child *wills* to do it. For example, when has a child learned "The Wild Flower Pledge" or the "Bird Pledge"? Has he learned it when he can repeat it? Or shall one say he has learned it only when he *wills* to carry out its suggestions? It is the latter that we must strive for. Anything else is failure. We have learned only when we have

changed. It may give one a feeling of failure to measure himself at the close of a hard day's teaching by such a criterion; but this does not prove that the measure is any the less true.

Thinking of subject matter as "ways of behaving" that are to be learned, and of learning as that neural bonding or growing wherein we not only *can do* but *will to do* certain things, helps the teacher see what learning, teaching, and subject matter really are. If a democracy is to be tolerable, its members must learn far beyond the *know* and the *can*. They must *will* to accept and to live in certain desirable ways. The *can* is the cold, intellectual bond; the *will* is the warm, emotional urge to act out the "can."

How Can Subject Matter be Learned Effectively?

Why should we expect the child to learn effectively adult-selected subject matter when he does not need it in his present life situations, enterprises, stunts, and activities? An adult selects some vocation, gets a job, or takes on some responsibility. His impulses to succeed, to make a name for himself, and to protect his family drive him on. Feelings of satisfaction and annoyance as they attend his successes or failures are his dynamic urges to intense and wise activity. He is wholeheartedly interested in learning anything pertinent. His vocation is his project; he learns as he earns. To one man, another's work may appear unbearable because of exacting tedium of detail which seems nerve-racking. Not so for this one who has identified himself with his job. His work has become his life. It alone counts.

So the child, like the adult, must have a job, or creative activity that challenges him, that is an outlet to his impulsive, emotional life, that interests and grips him, bringing satisfaction when he succeeds and annoyance when he fails. He, too, must learn as he works. He, too, will cease to learn when he feels that he has exhausted his task. He, also, will demand a promotion to another job where he will have richer experiences leading to greater successes, with their attending satisfactions. Under such working conditions, hitherto tedious but relevant subject matter will be mastered without murmur. The child feels the need of it in his

work, in his next step ahead. The subject matter is now his ally, for with it he can complete his task.

Can Subject Matter Chosen by Adults be Organized About Interests Common to Both Children and Adults?

The likenesses between children and adults far outweigh their differences. Their mental powers, emotional and impulsive urges, interest scopes, meanings, and needs differ in degree, not in kind. Children and adults have innumerable experiences and interests in common. In fact, the child is much more interested in adult projects than we are aware. Observing parents catch glimpses of this fact when they allow their children to take over or share in the responsibility of the house, garden, garage, orchard, or the family's business and leisure activities. Children like to help to do things and to feel that they are indispensable.

Probably one of the greatest errors of theorists in education is the idea that the child's interests and perspective are almost all infantile and wholly outside the pale of adult interests and perspective. As a matter of fact, children, even in the intermediate grades, can often grapple with adult problems, both individual and public, with greater intelligence and judgment than can the masses, whose decisions are often influenced by skillful politicians playing upon their prejudices and ignorance.

But too frequently many of the child's interests, desires, and everyday activities do not coincide with his school curriculum. The fault with the adult-made curriculum is not in its outline of knowledges, skills, and ideals to be learned but rather in its approach to the learner—the child. Too often a deep gap exists between the child and his curriculum because his interest levels and points of view are ignored. Truly, society is interested in the child acquiring these chosen experiences of the race as set forth in its curriculum. But these experiences must be lived by the child upon his activity levels. In short, the child's interests and society's interests must intersect at many points. If they do not, the child will receive neither orientation and preparation for adult life nor the richest stimuli for growth.

The next few pages are devoted to discussion and illustrations of feasible means of organizing subject matter around creative activities in such a way that the knowledges, skills, and emotionalized attitudes necessary and interesting to adult life and projecting are every bit as necessary and interesting to child life and projecting.

Can Subject Matter be Organized Around Community Problems in Ways Interesting to Children?

School building program. In a certain city in the Middle West the superintendent, teachers, and board of education enlisted the help of the children in putting over a five-million-dollar building program. The children collected, collaborated, tabulated, and evaluated facts pertaining to the per capita expenditures in the United States for tobacco, movies, theaters, chewing gum, hair tonic, and cosmetics. In the same way, the value of an education to an individual and to the community was shown in dollars and cents. Posters, placards, newspaper letters, hand bills, and movie film items were showered upon the public. Graphical and statistical material was prepared and presented by the children to critical audiences throughout the city. Grades VI, VII, and VIII computed, from the assessed value of the private property and that of the city in general, the increase in mill levy as well as the increase in taxation per thousand dollars in property that would be necessary to pay for this five-million-dollar building program over a period of twenty years. In the ninth grade not only did the children discuss the problem of the most economical bonds to float or loans to secure, but the figures were shown to the public by the children. The comparative values of "pay as you go" versus installment payments, of sinking fund versus long time bonds and loans, were determined by the pupils.

The proposition was sold to the public by hard, cold facts and unvarnished truths as collected, evaluated, and set forth by the children. The children were not used in an emotional appeal to the voters. Rather, the truth about the needs, cost, advantages was featured. The opposition had some of the best talent of the

city check the findings of the children, but found them to be for the most part accurate.

Taking a constructive part in this school building program afforded the pupils much vitalized practice in reading, oral and written English, public speaking, drawing, graph making, and certain phases of arithmetic. The conditions were also ideal for appreciating and learning such emotionalized ideals as public service, cooperation, altruism, tolerance, truthtelling, and loyalty.

A community health program. Collings[2] cites an experiment in MacDonald County, Missouri, which showed the possibilities of leavening the life of the community by making community problems the children's subject matter. The accepted annual visitation of colds, fever, and skin diseases in the community motivated the reading, study, discussion, and investigation. Literature upon these diseases not available in the school library was procured. The children collected and tabulated facts concerning the causes and remedies of these diseases. The data were discussed at homes and at public meetings. Preventive measures and suggested remedies were presented and agreed upon. Ways of making certain improvements in sanitation were studied, and the probable cost estimated. The carrying out of many of these suggested measures resulted in a perceptible improvement in the physical and mental health of the school and the community.

In the same efficient way were studied such community problems as beautifying homes, public highways, and public buildings; enriching home and community life; improving ways of making a living. The facts gathered by the pupils were discussed in public meetings. When, at the close of the year's work, these children were measured by the standard tests in the several school subjects, they were found to be either up to or above the standard in every relevant knowledge and skill.

But if the conditions for achieving the fundamental goals were highly satisfactory because of this organization of subject matter about community problems, equally so were the conditions for

[2] Ellsworth Collings, *An Experiment with a Project Curriculum* (The Macmillan Co., 1923), Chap. III and VII.

practicing with satisfaction such traits as initiative, industry, sympathy, community pride, open-mindedness, and the desire to cooperate.

Community industries. Another very interesting project is a study of a community's most successful industries. A certain sixth-grade class living in the heart of the strawberry belt of the Ozarks made an intensive study of the value of the strawberry industry to that county and especially that county seat. With the guidance of the teacher the children prepared a questionnaire which was sent to the farmers who raised strawberries. From the answers on these questionnaires they were able to estimate rather accurately for the Chamber of Commerce the amount of money paid into the community for strawberries, the amount spent for labor, transportation, and equipment. The farmer saw by means of a graphical analysis just what part of a quart of strawberries was really left to him as interest on his investment. The differences in care and cultivation revealed why some farmers were succeeding and others failing.

In studying this particular home industry, the teacher motivated reading, writing, spelling, home geography, agriculture, arithmetic, drawing, oral and written English. In addition to the facts and skills developed in these subjects, the interplay of interest between the home and school, as each sought to help the other, was most gratifying. School work became important work. The children saw it as a vital cross-section of the community life.

A private enterprise. A teacher of the seventh and eighth grades asked a contractor who was building a house near the school if he would permit the children to assist him in whatsoever arithmetic calculations were involved in the building. This activity proved to be a veritable mine of interesting review for the pupils in all phases of arithmetic, including loans, mortgages, interest, taxes, insurance, and discount; it also afforded them an opportunity to learn at first hand the methods of calculation used by brickmasons, plasterers, carpenters, electricians, plumbers, and furnace men. The whole gamut of arithmetical learning was run. But aside from a much-needed practical review of arithmetic, the

social worth of the enterprise was invaluable. The children came face to face with the planning of a home, both within and without. The arrangement of rooms and their fixtures, interior decorations, painting, landscaping, and the obligation of a citizen to his community all came in for their share of interest. Lessons in reading, arithmetic, hygiene, and oral and written English became dynamically interesting, because the children had been permitted to engage in the experience and interests of adults.

Often some successful private business or industry in the community will gladly cooperate with the children, answering their questions and giving them facts and figures about the business. Some individual enterprises that have cooperated with the authors are banks, ice companies, lumber companies, mining companies, fruit growers, dairymen, and producers of registered stock.

In a study of such problems, the lines of adults' and children's interests intersect at many points and in ways extremely valuable to both. These points become centers of focalized attention for the children, resulting in meaningful intellectual growth as well as the development of such attitudes as self-confidence, self-reliance, industry, public-spiritedness, tolerance, enthusiasm for reforms, and team-work. As has been said, the lines of children's and adults' interests must cross if economical learning is to result. However, the intersections must not be forced. A little wise direction on the part of the teacher will lead the child naturally to appropriate much of adult life to himself.

How Can Subject Matter be Organized Around Special Days and Anniversaries?

Teachers and pupils often experience a great revival of interest, effort, enthusiasm, and a splendid spirit of cooperation during the two or three weeks previous to some of our great holidays or anniversaries. These occasions afford the teacher wonderful opportunities for teaching both the fundamentals and character traits in connection with real life situations. Many a child has been "discovered" by his teacher at these times. Hidden native abilities, interests, and skills of certain so-called backward chil-

dren have come to light. Children who hitherto never counted for much in the estimation of their fellows now come into the limelight because of their unusual ability in art, music, dramatization, costuming, manual training, building, dancing, or originality in planning a unique program out of what might have been a drab enterprise. Many teachers have spent a very profitable two weeks organizing and teaching reading, writing, arithmetic, physical education, music, manual training, home economics, oral and written English, and often even history, geography, and science around some holiday, such as Armistice Day, Inventor's Day, Humane Day, Mother's Day, or the anniversary of some great civic leader, poet, scientist, or author.

There are usually two or more anniversaries each month that ought to be recognized. For instance, some idea of the possibilities in this field may be had when it is recalled that the month in which this chapter was prepared—April—which is not an outstanding month, is the anniversary of the birth of the following celebrated people: Shakespeare, Emerson, John Burroughs, Washington Irving, William Wordsworth, Ulysses S. Grant, Samuel F. B. Morse, Hans Christian Anderson, Adelina Patti, Henry Clay, Stephen A. Douglas, Oliver Cromwell, Charlotte Brontë, and Thomas Jefferson. Such anniversaries often afford excellent opportunities for teaching history as living, human, dramatic episodes. However, much of the educational value of these occasions is often lost because the children grow tired of the sameness of the annual program. For example, in many schools Washington and his cherry tree have become subject matter for crude jokes. But progressive teachers have worked out a series of unit lessons, dramatizations, and pageants for each succeeding year in which there is little overlapping.

How Can Subject Matter be Organized Around Dramatic Episodes?

Professor Harold Rugg, in discussing the vitalizing effect on educational method of the dramatic approach, says:

A survey of the great range of learning-demands which com-

prise the curriculum reveals two principal modes by which people learn: they learn by repetition, and they learn through thrilling, gripping experiences. The skills needed in life are learned by repetition—practice of the most direct economical sort. But the far more difficult task of developing understanding compels the school to take recourse to the other great method of learning. Most of the materials of the school can be learned best in vivid human settings. The preponderance of the curriculum is highly personalized. For example, history is a pageant dominated by the movement of personalities, stirring scenes of action, conflict, romance, human cooperation, conquest, and subjugation. The data of important world movements like those of the industrial revolution abound with gripping mind-pictures of people—their trials, difficulties, failures, and successes in the continuous upward march of the standard of human living. Similar illustrations can be discovered in other departments of the school. The arts are replete with them. What would the literary course of the school be without the dramatic episodes? What more effective route is there to develop sympathetic understanding than through poetry, autobiography, travel, personal diaries? And the romance of modern science supplies countless sensational examples of the vividness of life to-day.

I say that the method of the dramatic episode will become one of the chief vehicles from which such understanding shall emerge. The bare facts of the curriculum—dead, prosaic sorts of things—will be woven into vital accounts of the interplay of human beings upon each other. Concepts (for example, Nationalism, Democracy, Interdependence, the Standard of Living, Imperialism)—cues to understanding—acquire rich meanings only through the study of cases, episodes, concrete situations. The critical power of generalization, the basis of understanding the issues of modern life, will become part and parcel of the mental equipment of young people only by means of constant practice in drawing inferences and conclusions. Finally, young people will develop the capacity to comprehend abstract issues and problems only as they accumulate stores of meanings and concepts, and acquire facility in using them with generalizations.[3]

What an appreciation and evaluation of human nature could be gained by children, if they were provided with reliable biography

[3] Harold Rugg, "Curriculum Making: Points of Emphasis," The Twenty-Sixth Yearbook of the National Society for the Study of Education. Part II, Chap. XI, pp. 156-7.

in which the private letters, diaries, and newspaper clippings of the prominent leaders of a given historical period could be read and discussed!

A recent biography of John Paul Jones, replete in excerpts from letters from many of the outstanding leaders of the American Revolution, reveals the greed, base avarice, and intrigue that were so all-pervasive in that period. The following excerpts will show how illuminating such material may be.

"Our infant Navy," Jones wrote to Hewes, "is by no means well established, nor under proper regulations, while self-interest prevails. I am informed, and have reasons to believe it to be true, that even some of the Gentlemen appointed to fit out new frigates, are concerned in privateers, and not only wink at, but encourage and employ deserters from the Navy. What punishment is equal to such baseness? And yet these men pretend to love their country!"[4] (Here Jones, a foreigner, voices his anger at the treachery of certain high American officers for engaging in private capturing of British ships at the expense of the colonial government.)

Commenting upon the greed and intrigue in November of 1775, Washington wrote:

"Such a dearth of public spirit, and such want of virtue, such stock-jobbing and futility in all the low arts to obtain advantage of one kind or another in this great change of military arrangement, I never saw before, and pray God's mercy that I may never be witness to again. . . . Such a mercenary spirit pervades the whole that I should not be at all surprised at any disaster that may happen."

The New Englanders and the Southerners were jealous of the appointment to positions in the Army and Navy. "Haven't you," the New Englanders said, glaring at the Southerners, "filled the Army with your precious Washingtons, Lees, and other Virginians? Keep your Army spoils; but the Navy is *our* meat."[5]

These personal letters will not only provide a finer appreciation of the few sterling patriots, but they will also give children a deeper insight and a truer understanding of the strength and

[4] Russell Phillips, *John Paul Jones, Man of Action* (Brentano, 1927), pp. 69-70.

[5] *Op. cit.*, p. 54.

weakness of human nature. Teaching history around great historical characters and movements would involve some first-hand lessons in the psychology of human nature, philosophy, sociology, and ethics. For example, knowing that the mass of colonists were as Washington once said, "interested only in a pot roast for their stomachs," and that Benedict Arnold, Charles Lee, and Washington himself all thought "the game was up" because of disloyalty and intrigue, will spur adolescent youth to imitate the immortal lives of the patriots who were faithful to the end.

Would not the reading and discussion of some of the realities in any historical period furnish genuine appreciation of the virtues inherent in humanity at its best, as well as inspire children to seek to emulate these virtues?

In the appendix is a reference list of biographies, historical narratives, and authentic episodes which throw illuminating side lights upon several phases of otherwise drab history. If teachers who need material for dramatic episodes would only write to the publishers of textbooks, they would soon have a wealth of descriptive material from which to choose. For example, many teachers are using Ethel H. Robson's *Dramatic Episodes in Congress and Parliament*[6] as a supplementary history reader. In this text the author sets forth a wealth of authentic historical material, carefully arranged for stage presentation on these ten great events:

1. The Stamp Act Meetings
2. First Continental Congress
3. Virginia Convention
4. Second Continental Congress
5. Declaration of Independence
6. Constitutional Convention
7. Emancipation Proclamation Cabinet Meetings
8. Cuban Independence Congress
9. World War Congress
10. The Arms Conference.

[6] The Atlantic Monthly Press, 1923.

In the intermediate grades dramatizations and impersonations of such characters as Columbus, John Smith, Washington, Andrew Jackson, Webster, Clay, Calhoun, Lincoln, and Robert E. Lee can be profitably staged, especially when the action centers about certain dramatic life experiences of these characters.

How Can the Course of Study be Organized into Synthetic Work Units?

The three possible ways of organizing subject matter discussed in the preceding pages—namely, around community problems, special days and anniversaries, and dramatic episodes—are generally used only as supplementary devices to the outlined course of study. Teachers and pupils feel the need of variety to break the monotony of the daily assignment, reciting, and testing routine; hence they resort to some enterprise to relieve the tension. But for the most part there is a strict adherence to the traditional regime, and the daily grind goes on. Because subjects are taught in isolation, very probably neither a mastery of the fundamentals nor the development of the character traits necessary for splendid citizenship and group living is secured. According to the daily schedule of many schools, the children have a "dose" of reading from 9 to 9:30, a "capsule" of language work from 9:30 to 10, and a "pill" of nature study from 10 to 10:30.

In the sixth grade of a certain city system, the first hour and a half of the morning was spent in having three separate recitation periods as follows: thirty minutes devoted to a recital of what happened in a certain decade (United States history); thirty minutes spent in discussing how certain geographic conditions affected what was done in a far-distant land (geography of Africa); and the final thirty minutes given over to the consideration of how human beings can live together peaceably (community civics).

Three more widely diversified teaching situations could scarcely be found. Surely teaching subject matter in water-tight compartments is not only stupid but criminal, if the development of the emotional and intellectual life of childhood is held sacred.

Could not much of the subject matter and even the mechanics of learning be organized into synthetic units of work? In the sixth grade mentioned, could not geography and history be studied together so that their interdependence and the causal factors inherent in each subject would be appreciated? Could not the civic ideals for these youths be found in the ideals, aspirations, and sacrifices of the men and women studied in each historical period?

How One Small City System Reorganized Its Course of Study

In a certain small city the superintendent, his eight elementary school principals and their teachers arranged most of their elementary course of study around unit lessons or creative activities.

Principles followed in this reorganization of the course of study. In order to simplify matters in the work of reorganization, the whole course of study for each particular subject in each grade was analyzed as to its general objectives, materials to be covered, specific objectives to be stressed in the material, and standards of achievement. The teachers next considered possibilities for the realization of these several aims and objectives and standards through lesson units and activities for each of the grades. To expedite matters further, they worked out unit lessons and creative activities for each of the nine months of school. They kept in mind certain unifying subject matter cores, such as community problems, dramatic episodes, pupils' interests and needs, worthy anniversaries and holidays, and seasonal or interesting natural phenomena. They considered the possibilities of correlating certain subjects into such units as English (reading, writing, spelling, oral and written English), Social Science (history, geography, health, and civics), Natural Science and Art (nature study, drawing, handwork, and music) and Arithmetic. In so far as possible no subject was taught in complete isolation, except in a drill period. Nor did the teachers adhere to teaching subject matter in the units set forth unless such a combination furthered the need or purpose at hand.

Organization and study of community activities in primary grades. For example, under the general topic of Community Problems, Grade I teachers listed the home, grocery, postal service, police department, fire department, and church. One of the aims under each of these headings was to develop in the child an appreciation of the service rendered to him individually as well as to the community and of his responsibility to each. Stimulation was brought about through excursions and having officials in each organization discuss their problems with the children. It was not difficult to find reading material in the primary readers bearing upon each heading. If good stories of a postman or policeman were found in an advanced reader, the teacher read them to the class. Handwork, drawing, music, oral English, as well as the reading and some number work, were featured successfully around each of the six headings.

It is not to be expected that such a revision could be made in a few weeks; but, if pupils and teachers would set up some definite objectives and then strive to find materials and means for their realization, within a few years a very desirable organization of interesting experiences could be provided.

Organization of the social science unit in intermediate grades. The teachers in Grade V found that the geography taught in that grade was that of the United States and her possessions, while the subject matter in history was the development of the United States from the period of colonization to the present day. Each subject had been taught independently. It was evident to the teachers that, whether they took the Colonial period, the Civil War period, or the Reconstruction period, the history of these times—that is, what men thought, said and did—could best be learned in conjunction with a study of the geographic factors affecting the several industrial, social, and political problems and cleavages. Whether they were studying a peace period or a war period, they could not separate with profit *what* men did—history, popularly speaking—from *why* men did it—general geographic factors. For rich oil fields, beds of ore, coal mines, veins of precious minerals, forests, natural waterways, cotton and rub-

ber lands have always influenced, nationally and internationally, the political, industrial, and social policies of nations.

When these teachers turned to their basic texts in geography, history, and civics as sources of information and inspiration for the teaching of these subjects as a social science unit, they felt their first keen disappointment. In every instance the text had been written as a work unto itself and was for the most part a compendium of facts or a mere outline. There was also a dearth of geographic readers, biographies, and historical narratives replete with the "personal touch."

The teachers finally decided upon history as the core in their social science unit around which geography and civics should be built. A splendid beginning was made for the interrelating of these three subjects by taking up each period or epoch in history and organizing all pertinent material around these five questions:

(1) Who are the people of this period? That is, where did they come from; what political, cultural, social, industrial, and economic customs and traditions had they that are elemental forces in affecting the history of this period?[7]

(2) What difficulties did they experience? That is, what big political, social, economic, cultural, and industrial problems are they struggling with in this period?

(3) What conditions caused these difficulties? That is, what geographic conditions, historical traditions, and other extraneous forces operated to cause these social, cultural, political, economic, and industrial problems and cleavages?

(4) How did they solve or try to solve these problems? That is, what decisions did they make; what methods did they use; how clearly did they think; what blinded their foresight; what humanitarian impulses did they or did they not follow? (For example, did they resort to war or intimidations?)

(5) What methods should they have used? That is, what ideals, impulses, and scientific thinking might have solved their social, industrial, cultural, political, and economic problems more effectively had they employed them?

[7] In studying some periods of history, the first question was omitted since it logically became a part of the third question.

Here we have a concrete example of geography and civics being organized around the one subject, history. The first two questions relate purely to history, the third mainly to geography, while the fourth and fifth are problems in history and civics. Civic problems, whether community, national, or international, are appreciated and learned best in the conflicting issues of life that give them their meaning.

It was found that much of the required literature could be best appreciated when studied in connection with the period in history and the geographic setting that gave it birth. Thus such poems as *Miles Standish, Paul Revere's Ride, Sheridan's Ride, The Landing of the Pilgrims,* and stories of pioneer life, Indian life and raids, historical novels, and biographical sketches were read in connection with the study of the life of the people of that time. In fact, how can any piece of literature be appreciated if the historical and geographical factors are ignored in its presentation? It was an agreeable surprise to see how comparatively easy it was to transplant a literature lesson listed for April in the course of study to the time when the synthetic or creative unit which gave it setting, perspective, and meaning was being discussed.

The art work, including drawing, sketching, and handwork, even much of the shopwork and sewing, was learned for the most part in connection with some piece of concrete material needed to illustrate a phase of the social science unit. For instance, when colonial life was being studied, there were opportunities for making a miniature colonial home, equipping it according to the styles of that period, and making costumes for a dramatization of some phase of colonial life. Some of the colonial home industries such as soap making, candle making, weaving, and dyeing were actually experienced by the children who thus gained a realistic notion of colonial handicaps as well as their compensations.

Much of the music work was correlated with the unit being studied. For instance, in the colonial period some of the hymns and psalms of the Puritans, as well as the minuets, waltzes, schottishes, and jigs of the southern colonies were presented.

What Are the Dangers of Forced Correlation of Subject Matter?

Sometimes the correlating of subjects into lesson units is far from profitable. Subject matter must not be correlated simply because it is the "vogue." Correlation must be natural. To force correlation is as vicious as teaching a subject in complete isolation when it demands correlation. For example, teachers often attempt to drag in arithmetic; and the class spends valuable time trying to make up problems, the solving of which neither is practical nor gives enough practice in the desired arithmetical ability. Thus, if the teacher is not careful, there will be much inane, worthless material presented; and the creative unit lesson will be one in name only.

What Are Some Advantages of Work Units That Provide Creative Experiences?

The organization of three or four isolated subjects into a synthetic unit, such as the social science grouping just discussed, is still in the experimental stage. On the other hand, the organization of certain bits of subject matter into creative experiences around community problems, special days and anniversaries, and dramatic episodes is no longer an experiment. Some of the best teachers have been doing it for years. And there is no doubt that, more and more, progressive schools of the future are going to make their courses of study a series of significant growth experiences for children.

What are some of the advantages inherent in the two general types of organization of subject matter? The fundamental knowledges and skill are best learned in experiences rich in group and individual activity. Such an arrangement does not mean that separate drill periods for clinching certain facts and skills need be neglected. Rather, in the vitalized activity, the children would realize the necessity of reviewing, checking, and summarizing significant data for the successful completion of their work.

The learning of such character traits as initiative, cooperation,

scientific attitude, self-confidence, thoroughness, altruism, self-reliance, loyalty, honesty, and enthusiasms for progress is best achieved by experiencing. Consideration for the needs of animals comes only after children have experienced joy in caring for animals. Taste and desire for beautiful flowers come only after we have experienced joy in dealing with flowers. Richness of either intellectual or emotional life depends upon richness of meanings, but richness of meanings depends upon richness of experiences. Well organized unit lessons and creative activities afford rich opportunities for participation and experiencing, and therefore make possible mental and spiritual growth.

What Shall Be the Teacher's Criteria in Selection of Subject Matter?

In the reorganization of subject matter into synthetic work units and about creative activities, what shall be the teacher's criteria for evaluation and selection? Possibly the following questions will be helpful criteria:

1. Is this particular piece of subject matter within the present interests of the child?
2. Will it lead him "out"; that is, arouse his interest and stimulate effort?
3. Will it lead him on; that is, will it open other worthy fields of interest?
4. Does it challenge his thinking powers and aid him to judge and to discriminate?
5. Does it stimulate to their highest degree the abilities to give undivided attention, to concentrate, and to observe keenly?
6. Will it help him to solve his own problems and answer his questions?
7. Does it supply him with an accurate and facile use of all the necessary knowledges and skills for whatsoever work he is likely to pursue?
8. Will it furnish an outlet for his particular abilities?
9. Will it furnish an outlet for his impulses?

10. Does it teach him to appreciate the past and feel responsibility for the present and future?
11. Does it create in him a desire to serve?
12. Does it give him a knowledge of what is right and a disposition to do the right?

What Is the Role of the Teacher in Presenting Subject Matter?

What shall be the role of the teacher after she has carefully selected and organized the subject matter into synthetic work units, creative enterprises, or study drills? The answer is obvious: wise guidance of the children's reactions. She should be a sharer in the discussions, a participator in the activities, the most enthusiastic of all the learners. Her superior knowledge of the subject matter, her discerning judgment of her pupils' needs and capacities, her congenial relationships with them fit her pre-eminently for class leader. She is their counsellor, confidante, and judge. Her timely warnings to stop, look, and think when errors are about to be made will prevent many wrong choices and decisions on their part. She must catch them before they fall. Her judicious suggestions, challenging questions, and ability to help the child help himself constitute the elemental factors in his intellectual and emotional growth.

Dewey has recently expressed in no uncertain terms his conception of the role of the teacher in teaching subject matter. He says:

> There is a present tendency in so-called advanced schools of educational thought (by no means confined to art classes like those of Cizek) to say, in effect, let us surround pupils with certain materials, tools, appliances, etc., and then let pupils respond to these things according to their own desires. Above all let us not suggest any end or plan to the students; let us not suggest to them what they shall do, for that is an unwarranted trespass upon their sacred intellectual individuality since the essence of such individuality is to set up ends and aims.
>
> Now such a method is really stupid. For it attempts the impossible, which is always stupid; and it misconceives the conditions of independent thinking. There are a multitude of ways of

reacting to surrounding conditions, and without some guidance from experience these reactions are almost sure to be casual, sporadic and ultimately fatiguing, accompanied by nervous strain. Since the teacher has presumably a greater background of experience, there is the same presumption of the right of a teacher to make suggestions as to what to do, as there is on the part of the head carpenter to suggest to apprentices something of what they are to do. Moreover, the theory literally carried out would be obliged to banish all artificial materials, tools and appliances. Being the product of the skill, thought and matured experience of others, they would also, by the theory, "interfere" with personal freedom. . . . If the teacher is really a teacher and not just a master of "authority," he should know enough about his pupils, their needs, experiences, degrees of skill and knowledges, etc., to be able (not to dictate aims and plans) to share in a discussion regarding what is to be done and be as free to make suggestions as any one else. (The implication that the teacher is the one and only person who has no "individuality" or "freedom" to "express" would be funny if it were not often so sad in its outworkings.) And his contribution, given the conditions stated, will presumably do more to getting something started which will really secure and increase the development of strictly individual capacities than will suggestions springing from uncontrolled haphazard sources.[8]

Conclusion

1. The subject matter for children of any generation is the worthy achievements of the race.
2. The race's achievements may be classed under two headings: fundamental learnings—knowledges and skills—and the emotionalized ideals.
3. The race has attained these great achievements by experiencing and experimenting through more or less intelligent trial, error, and success processes.
4. Man's instinctive urges to explore, discover, conquer, and create, reinforced by a sensitive cognitive organism, have found satisfying outlets for their physical and mental drives in experiencing with their environment.

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8 "Individuality and Experience," *Journal of the Barnes Foundation*, Vol. II, No. 1, January, 1926.

5. The little child occupies the same position on the scale of mastery of the environment as did the race in its beginning. And, like the race, the child will become master of his environment, develop his intellectual and emotional powers, largely in the degree that he experiences, experiments, and is permitted to learn through intelligently directed trial, error, and success processes.
6. The necessity of teaching the race's achievements to children through creative units of activities in which the child will, through experiencing, get his meanings and, through experimenting, find outlets for his impulsive urges and energizing mental and physical drives, ought to be at once evident to all teachers.

CHAPTER III

THE ASSIGNMENT AND CHARACTER BUILDING

There are, as has been said, two definitely differentiated kinds of subject matter: the fundamentals of learning, and emotionalized ideals. Any lesson plan or assignment which does not provide specifically and wisely for the learning of both types of subject matter is in that degree a failing assignment. The lesson plan should be rich in certain situations, experiences, questions, and directions which will give the children interesting experiences, meanings, and practice in learning both the fundamentals and desirable social attitudes.

Should Pupils' Purposes Affect the Lesson Plan?

Pupils have purposes when studying their lessons; their purposes are, however, not necessarily the same as those of the teacher. Usually the two are far apart, as an illustration from geography will show. The same illustration will show also how each, in the realization of respective aims, attained the goal that the other desired.

In a study of India, a certain teacher intended her pupils to learn, first, certain fundamental facts respecting the physical features of that country and the religions of its people, and, second, how these two factors have determined in a large measure political, industrial, economic, and social conditions in India. The teacher also had a second objective—the development in her pupils of a tolerant, sympathetic, appreciative, and truth-seeking attitude toward the Hindu and his point of view regarding values to be sought in life. Thus her twofold aim focused upon the learning by her pupils of certain fundamental facts of geography and the acquiring of certain emotionalized ideals or character traits.

The purposes of the pupils can only be conjectured. For the indifferent pupil the sole purpose may have been to see with how little actual study and effort he could get by, or how he could "bluff" knowledge of the assignment. Some dominating purposes of the more sincere students may have been: to satisfy their curiosity regarding the Hindu about whom they had read in myth and story or heard in Sunday School; to get the assignment well because they liked the teacher, because they desired good grades, because they had acquired the habit of doing work well, because of their impulsive urge to explore new fields, or because it was an avenue of collecting new bits of information to feed the hunger of their dynamically active minds.

But how can both teacher and pupils realize such diversified aims in the same situation? The teacher, applying her child psychology, appealed to the impulsive urges of her pupils to project themselves actively into situations which provided an outlet for their innate tendencies. Taking cognizance of the great individual differences in her group, she presented opportunities for different types of work. She suggested that some of the members of the class might like to dress dolls in different garbs to represent the various castes of India, mounting each upon a placard upon which also appeared a description of this particular caste. She suggested that another group stage a play which would present the living conditions of the various castes. She also asked for contributions of pictures and current-event articles describing India's problems; information regarding their games, music, and art as well as descriptions of their present methods of farming, transporting, and manufacturing. In addition to these special problems, she also presented a list of specific thought questions on the assignment in the text, which all were required to answer. Thus, when the assignments were completed, the class had a rather complete picture of India's problems, their sources, and possible solutions. Both the fundamentals of learning and desirable character traits were emphasized. In the realization of her own two aims, the teacher also gave opportunity for the

functioning and nurturing of interests and purposes peculiar to the members of the class.

Only where the purposes of the teacher intersect with the interests of the pupils can economical learning in general take place. If the child, in the realization of his interests and purposes, passes through certain experiences by virtue of which he acquires certain wholesome learnings—the teacher's purposes—then a good job of teaching has been done. It is evident that good teaching, regardless of grade or subject matter, requires that the twofold purpose of the teacher be realized through setting up such situations, by way of questions and experiences, as will give the child a chance to realize his own special aims.

How May the Assignment Affect the Realization of the Purposes of Both Teacher and Pupils?

The assignment is probably the most important factor in the teaching of any academic subject. Not only should it be a means whereby children are taught how to study and thus are enabled to make successful, satisfactory adjustments to their academic life situations, but it should also be a means whereby the individual's peculiar aptitudes and abilities may find an outlet. Thus, in addition to being presented in an enthusiastic and forceful manner, every assignment should be both specific and elastic.

The assignment should be specific, definite, clear-cut. The questions should be of such a nature that they will call for the mastery of the main points in the lesson. Pupils in the grades and the high school do not know how to study, that is, how to differentiate between points of major and minor significance. Oftentimes it would seem that their first desire is to "get next" the new teacher's way of assigning and testing, to discover her hobbies and prejudices, and then cater to them. But if the assignments are such that an evaluation of the material in the lesson becomes an interesting requisite, that good thinking is provoked, that a real stimulus is present exciting pupils to do collateral reading to clear up prejudicial or debatable points, or if the pupils are challenged to draw some new inferences or logical conclusions,

then this "getting next" to the teacher's hobby produces very valuable outcomes. For the child will have been learning how to use his mind effectively.

It is patent that the public schools are not sufficiently emphasizing good study habits. Thousands are failing annually in high schools and in college. Many of these students would not have failed had they been taught how to study. Undoubtedly the teacher's most effective means of helping students acquire this technique of picking out the essentials in a lesson and organizing these into valid conclusions is the making of assignments which give daily practice in these skills.

But the assignment must also be elastic, that is, capable of being enlarged or stretched so as to be a challenge to all the members of the class, with their varying degrees of intelligence, special abilities, and interests. At the same time that the specific quality of the assignment holds the pupil's attention to the high points of the lesson and helps him learn how to study, the elastic quality of the assignment recognizes individual tastes and special abilities, and stimulates interest by its variety of appeal. It is the elastic assignment—often called the block or contract assignment—which gives the child his chance to find his place in the sun, his chance to gain self-confidence and the respect of his fellow-students by showing some particular ability hitherto unobserved.

In What Ways Is the Following Type Activity Both Specific and Elastic?

American History: Immigration. Grade VII-A. Time, 1 Week.

Teacher's purposes. 1. To see that the pupils acquire some correct ideas about the problem of immigration as it affects the United States. 2. To see that such emotionalized ideals as initiative, thoroughness, industry, perseverance, love for truth, fair play, tolerance, and sympathy, as well as an understanding of those different from us, become attitudes of mind in the children.

Pupils' purposes. The purposes of the pupils may vary all the way from a desire to do only enough work to meet the minimum requirements to a desire to know the whole truth about this controversial question. No one can ascertain the purposes of the pupils. Suffice it for the teacher to realize that situations and

experiences must be provided in her assignment which will make the pupils work purposefully.

Assignment. Part 1: (Time allotment—the first two days. Possible credit—60 points. The absolute minimum assignment, required for everyone.)

Contrast the type of immigrant that came to America from 1860 to 1890 with the type that came during 1890-1920, under these three headings:

(1) From what part of Europe did each type come?

(2) In what part of the United States did each type settle?

(3) What contribution did each type make to America?

(Note: The three questions above are specific, fact questions, which are answered in the basal texts and require no great mental power for satisfactory completion. Answering them is not too great a task for the slowest section of the class.)

Part 2: (Time allotment—one day. Possible credit—20 points for each member of the debate team and 5 points extra for the captain of the team.)

(1) Give 5 reasons why we should welcome foreigners to our land.

(2) Give 5 reasons why America should close her doors to foreign immigration.

(Note: Part 2 raises a problem for debate. Not only must pupils be able to comprehend and follow directions as implied in Part 1 of the assignment, but here they must be able to organize the data into definite conclusions. The very slow children could do little with Part 2. But to so-called average and superior children it is attractive.)

Part 3: (Time allotment—one day. Possible credit—20 points for all active members who served upon the special committees and 5 extra points for the chairman.)

Prepare or draft an immigration law that would have in it elements of fairness for both Americans and foreigners.

(Note: Part 3 is a challenge to the upper 20 per cent of the class. Answering it requires creative ability.)

Part 4. *Special Contracts*: Additional credits, 10 points for each contract.

Contract (1). Write a "skit" or playlet which is representative of some phase of immigration. If the thought and plot are well worked out and the dramatization well done, ten points may be awarded each of the players and an extra five points to the director. (These dramatizations were done in two English periods, two home room periods, and one general assembly period.)

Contract (2). Read and report the most pertinent chapters in any novel or recent book dealing with some phase of the immigration problem that ought to be interesting to Americans. (Several books and parts of books were read and reported, the following being most popular: *The Melting Pot, The Promised Land, The Making of an American, Americanization of Edward Bok, The Land of Fair Play, An American in the Making, American by Adoption, Those Who Knock at Our Gates, On the Trail of the Immigrant,* and *From Alien to Citizen.* The reports were made in written form, but the interest was so intense that two civics periods and one geography period were taken for a discussion of these books.)

Contract (3). Make a poster containing three cartoons, each depicting some significant phase of immigration. (This work was done and checked in three drawing periods.)

Contract (4). Make a scrap book of newspaper clippings and pictures bearing upon immigration, taken from at least one leading magazine and one newspaper of the past month. Write a summary of each clipping, stating its main ideas in not more than three sentences. (Committees of some of the brighter children, with the teacher, worked out standards for judging so that the committees could evaluate the scrap books.)

Contract (5). Make a scrap book, if possible, giving the picture and a chief description of at least six foreigners who have contributed directly to America's welfare. (This contract was handled in the same way as No. 4.)

Contract (6). Make a list of songs and games most popular with the people of some foreign lands from which America receives immigrants. Five additional points may be earned by bringing victrola records of some of these songs, or singing some, or playing them upon some instrument. (Two music periods were used for listening to and discussing the numbers brought by the pupils. Committees to check the lists were appointed also.)

Contract (7). Complete any other contract which the teacher and a committee of pupils will approve. (Some brought in costumes and clothes peculiar to certain foreign people; others brought musical instruments and curios of certain lands. Teacher and committee judged the value of material exhibited in this contract.)

How Were the Purposes of Teacher and Pupils Realized in the Assignment on Immigration?

The three-part assignment and the additional contracts gave the pupils of varying native propensities several choices, hence opportunities to excel in their respective abilities. There were 112 pupils in the four sections in which this history assignment was worked out. These pupils cooperated through committees with the teacher in working out a system of grading. It was found that 190 points constituted the highest possible score. The following scores were necessary for the various ratings:

E required a score of 130 to 190
S required a score of 110 to 129
M required a score of 85 to 109
I (passing) required a score of 70 to 84

Any student receiving less than 70 points was to be failed. The following grades were made by the 112 students: 67 made *E;* 18 made *S;* 17 made *M;* 9 made *I;* and one failed. Thus 75.9 per cent of the pupils made scores of *S* or *E.* The teacher's academic purpose, the learning of the fundamental facts about immigration, was realized beyond her expectations. The elasticity of this assignment also gave every child his chance to excel in those particular abilities, interests, or tastes wherein excellence for him was a possibility. These successes went far toward developing such traits as self-confidence, ambition, industry, perseverance, straight thinking, courage, enthusiasm, accuracy, cooperation, tolerance, and sympathy, as well as appreciation of people other than Americans.

The pupils enjoyed the elasticity in the assignment. It was different; it afforded variety; it provided for living and acting out

the spirit of the problem. They found an outlet for their several abilities and impulsive tendencies. The three specific parts to the assignment took care of the three intellectual groups in a class—below average, average, and superior. The contracts took care of individual differences in temperament, tastes, and special abilities. Two written tests were given over Part 1; and in no case did any student make more than 51 points. Hence it was necessary that everyone try Part 2, 3, or some of the seven contracts in order to make a passing grade. Thus, through the specific but elastic assignment, this teacher of Grade VII not only realized her aims but gave each member of her class an opportunity to express himself in the way that he liked best, and to complete the activity successfully.

What Were Some of the Outcomes of This Assignment?

The outcomes of the assignment throw light upon the diversity of special interests and aptitudes in the grade. Following are listed some of the more significant and specific achievements of the four classes.

1. The last half of the final class meeting was given over to a very searching test on each of the three parts of the assignment. All pupils were required to take that part of the test which dealt with Part 1, the minimum assignment. The scores made upon this part of the quiz ranged from 29 to 51 points. Had it not been for the interest taken in the other two parts of the assignment and especially in the contracts, many pupils would have failed. This suggests that possibly the acquisition of facts which are of little present use to the children does not excite a high level of mental effort.

2. There were eight debate teams constituting a total of sixty-four pupils who participated in Part 2 of the assignment. The other pupils either acted as judges or were interested auditors.

3. In Part 3, thirty-one pupils acted upon committees for drafting an immigration law that would be fair to both foreigners and Americans. In each of the six committee reports, fourteen points were suggested in the proposed law. In only two instances

were the reports identical. In the range of knowledge and the spirit of justice portrayed, these six reports were superior to many newspaper discussions.

4. Ninety-seven pupils took part in Contract (1), the producing and dramatizing of a skit. It was felt that pupils who carried the load of producing and dramatizing the skit should have been credited with more than 10 points or else the majority should have received only 5 points. But the large and enthusiastic number who participated showed that pupils are interested in subject matter they can use now.

5. Eighty-one pupils earned 10 points by reading pertinent and interesting chapters in the novels and historical narratives suggested in Contract (2). Such interest suggests a need that school libraries enrich their stock of biographical and historical narrative.

6. Sixty-eight pupils earned 10 points by making posters. Here again, extreme differences in quality of work made it apparent that some of the pupils should have received many more than 10 points or else the majority should have received not more than 5 points.

7. Contracts (4) and (5) were both very popular, seventy-one pupils earning points by the former and fifty-eight by the latter.

8. Contract (6), in which points could be earned in the field of music, proved very worth while. Not only did sixty-two pupils participate; but several very splendid musical numbers were played upon the victrola, and eighteen pupils earned extra points by either singing some foreign selection or playing it upon some musical instrument.

What Principles Are to be Observed in Any Elastic (Contract) Assignment?

The elastic assignment will succeed largely in the degree that skillful preparation is made. The references for each of the three parts of the assignment should be specific, even paginated. Often specifically prepared references are necessary for the contracts, but for the most part pupils need many pertinent and enthusiastic

suggestions. Thus, in so far as possible, the references should not only be specific but should cover a wide range of possible reading. The whole week's assignment with its carefully prepared references should be given at one time. This gives the pupils a chance to work far ahead of the daily assignments.

Teachers have little difficulty in getting pupils to do the quantity of work necessary for a good grade. But the quality of the work varies so widely that a contract or division of the assignment should range in credit value from 1 to 10 points.

The following question is often raised in connection with all elastic assignments: What happens to the slow pupils when Parts 2 and 3—the more difficult parts of the assignment—are being discussed? The general answer is that the slower pupils should be given a role which will insure their being interested auditors at least. For example, when Part 2 of the assignment on Immigration was being considered, all pupils not on the debate teams were asked to keep a record of the main points brought out by each speaker. At the close of the debate, each pupil judged from his own records which side had won. This plan could be supplemented by using the last ten or fifteen minutes of the period as an open forum in which all pupils other than the debaters could bring in new arguments, ask questions, and refute statements that had been made. In such instances, the period could be closed by making a class summary which would consist of the unrefuted points.

Such procedures give the slower pupils who are unable to organize material skillfully and to arrive at formidable conclusions, an opportunity for wholesome participation.

Outside the regular class discussion periods, all pupils not working upon Parts 2 and 3 are working upon contracts. There is no reason why every child should not be wholesomely busy if the contracts are well chosen.

In a few instances pupils of superior ability were inclined to do only the minimum assignment. This difficulty was effectively taken care of when the class decided that such pupils should receive a rating of N. M. (no mark).

The elastic or contract assignment is likely to overwork the teacher because of the mass of material that must be evaluated. There is one wholesome way out—namely, to select committees of pupils, help them set up standards for measuring the various types of material submitted, and let them evaluate the work. By so doing, the teacher is relieved of much detail and is giving many of her pupils an opportunity to grow in judgment, initiative, and self-reliance.

What Worthwhile Outcomes do the Following Illustrations of High School Activities Indicate?

The assignments reported in the remainder of this chapter grew out of the expressed interests of the pupils concerned. In several instances the verbatim reports of the teachers and pupils are given. For the sake of brevity some of the reports have been rewritten, but they have not been changed in statement of aims and outcomes.

In the three high school assignments please note whether the teacher, in each instance, has made a specific, elastic assignment which will develop good study habits, assure success for most of the pupils, and give each an opportunity to interpret the subject matter in the way most satisfactory to him.

Activity I[1]

English: A Novel—Dickens' *Tale of Two Cities*. Grade XI. Time, 3 weeks.

Teacher's purposes. (1) To make certain that the pupils read the novel carefully, comprehending the leading facts and thereby deepening their appreciation for good literature. (2) To see that such emotionalized ideals as self-confidence, enthusiasm, ambition, perseverance, cooperation, democracy, thoroughness, initiative, clear thinking, broad-mindedness, and sympathy are stimulated.

Pupils' purposes. In any assignment it is impossible to ascertain the varying and changing purposes of the pupils. No two may have the same purpose, and certainly their purposes are likely to change as the assignment is developed. The big chal-

[1] Conducted and reported by Thelma Winnberg, Kansas City, Mo.

lenge to the teacher is to provide a variety of situations and experiences, hoping thereby to stimulate the interests and capacities of all, and thus to provide an outlet for their impulsive tendencies.

Assignment.

1. Minimum requirement for a passing grade.... 12 credits
   (1) Read the novel..... 1 credit
   (2) Make at least a grade of *M* on an oral or written report of the novel or a quiz.... 2 credits
   (3) Make a total of 12 credits through the above and special contracts.
2. Special contracts: Points may be gained by doing any of the following pieces of work.
   (1) Read and report any other novel or book treating the same problems as raised by Dickens in *A Tale of Two Cities*.
   (2) Make an oral report on the book.
   (3) Make an outline of the biography of the author.
   (4) Write a theme giving the historical background of the novel.
   (5) Make a general outline of the events in the entire plot.
   (6) Write a theme which gives the events which constitute the climax, and your reasons for believing this event to be the climax.
   (7) Write a theme describing the locality in which most of the action occurs.
   (8) Write a description of the appearance and personality of the main character.
   (9) Write a dramatization of some short scene and produce it before the class.
   (10) Write a criticism of the book.
   (11) Write a review of the book similar to those which appear in the literary columns of newspapers.
   (12) Can you imagine a different ending for the story? If so, write a theme telling how you might have concluded it.
   (13) Could you write a sequel to this novel? If so, write a brief review of the action of the plot of your sequel.
   (14) Write an advertisement intended to make your book a "best seller."
   (15) Make a poster with the idea of selling the novel.
   (16) Design a paper cover for the book which is intended to attract buyers.

(17) Copy the paragraphs in the novel which you consider to be the best bits of description and narration in the book.
(18) Complete any other piece of work approved by the teacher.

3. Grading Scale for measuring pupils' achievements.
   (1) To make a grade of *E* required 20 credits.
   (2) To make a grade of *S* required 18 credits.
   (3) To make a grade of *M* required 15 credits.
   (4) To make a grade of *I* (passing) required 12 credits.

These points could be earned by completing any of the 18 contracts. Each contract if done excellently gave 4 credits; if done considerably above the average, 3 credits; if average, 2 credits; and if just passing, 1 credit.

Results. Since 75 per cent of the pupils in this class made grades of *E* and *S*, and only two out of 126 failed, it is evident that these juniors learned the fundamentals of the novel, thus realizing the teacher's first aim.

It is more difficult to tell whether her second aim was realized, namely, that through the contracts or the elasticity of the assignment the students would find outlets for their several individual powers and propensities and thus develop such traits as initiative, industry, self-confidence, etc. However, the following statements, which embody the substance of the remarks of the 126 students when called upon to write a criticism of the plan, are evidence that it was:

1. Everyone has a chance to make a good grade, if he wants to do so.
2. It inspires the poor student to do better, because he knows his energy can make up for lack of ability.
3. It is interesting, because it is different.
4. It furnishes a definite end.
5. It creates a great deal of friendly rivalry.
6. It gives a better understanding of the work than most methods.
7. It creates an interest in the work of other students.
8. It furnishes an incentive for careful work.
9. It makes for a feeling of personal responsibility.

10. It gives a chance for selection of work to be done.
11. It gives a chance for specialization.
12. It calls for close study.
13. It gives one a chance to find out his strong points or special powers.

This assignment was attractive to students because it was so specific in every detail. It taught them how to study, because it demanded reading for definite purposes, and selecting specific items. Its elasticity made a big appeal to them. Students who had ability in drawing and designing like such assignments as Contracts (15) and (16), while those with literary or journalistic ambitions responded to the appeal of such contracts as writing criticisms, book reviews, advertisements, or revising the story. Certain contracts furnished outlets for those who were particularly interested in dramatics, while others appealed to those of particular geographic or historic bent. Probably the most valuable outcome of these contracts was the arousing of a genuine interest in good literature and in closer study.

ACTIVITY II[2]

Time—One semester. *Bookkeeping.* Grade XII.

Teacher's purposes. (1) To give interesting practice in certain fundamentals of bookkeeping that must be learned thoroughly if one is to be efficient. (2) To insure the development of certain character traits such as accuracy, neatness, clear thinking, alertness, perseverance, self-reliance, initiative, and cooperation.

Pupils' purposes. Undoubtedly each member of the group had a different purpose. No one can tell what their purposes were.

Teacher's report. Following is a very condensed, verbatim report by the teacher of bookkeeping:

The advanced bookkeeping class at East High was asked to keep an account of the finances of the cafeteria this year. The plan usually followed in such cases is to have one very reliable student do the work. In this way the weak student does not get a chance to handle a real life situation. So I decided to try out the plan of having every student in the class keep a complete set of books for the lunch room.

First of all, we discussed the different methods of doing it and finally decided that a cash journal would answer our purpose

[2] Conducted and reported by Minnie Baker, Kansas City, Mo.

better than any other method. We purchased sixteen-column paper and used the following headings: cash, grocery purchases and grocery purchase returns, candy purchases and candy purchase returns, lunch sales, accounts payable, expense, kitchen equipment, discount and general ledger.

The invoices are audited in the kitchen when they are received and then sent to us. Each student takes his turn in dictating them to the class and in numbering them for future reference. This enables him to handle the real invoices and he soon discovers that he must adapt himself to many different situations because these invoices are made out in all sorts of ways. After he has dictated them he must file them. Quite often, an unusual invoice will call for class discussion as to the best method of entering it. All posting, all work that the student misses while dictating, all trial balances, lists of accounts payable and statements must be done outside of class.

In just three months the pupils have learned the value of knowing that the sum of debit and the sum of credit totals on every page must be the same.

At the end of the month, all bills from the firms are sent to the class to open, check, and, if found to be correct, to O. K. These are paid by checks which the students write and the principal signs. Then someone dictates from the check stubs once a week. The receipts from the lunch sales and candy sales are also dictated once a week in order to save time. The manager figures her inventory each month so that the students have the practice of making statements. More purchase returns and discounts have been handled in one month than any practice set offers in six months' work.

If a statement does not agree with the student's ledger account, all invoices from that firm must be looked over. If the class cannot find an error in the books, a pupil is assigned to inquire first of the manager of the cafeteria before calling the firm.

The work is being done in addition to the regular work but I feel that it has been of far more value because the students are so interested. They feel as if they were actually acquainted with the firms from whom the manager orders her goods, they like to rule off an account when it is paid in full and they are always interested in opening a new account. They feel the responsibility because they know that the bank balance is a real one. They must think, investigate, make use of research. They must apply the knowledge that they have stored up during the previous year.

This project has appealed to the manager of one of the large

publishing houses so much that he has given us enough material to last throughout the school year. He was formerly a very successful teacher of bookkeeping and he says that he knows of no other plan being carried out that means so much to the weaker students as well as to the better ones.

It is evident from this teacher's report that both the fundamentals of bookkeeping and certain very desirable character traits were learned more effectively by this method of assignment than in the ordinary "make believe" accounts. In the degree that any school subject is closely linked with life situations, in that degree do pupils usually become intensely interested in the work.

ACTIVITY III[3]

English: Novel—George Eliot's *Silas Marner*. Grade X. Time, 3 weeks.

Teacher's purposes. (1) To make certain that the students studied intensively and appreciatively the novel, *Silas Marner*, and to vitalize the everyday composition work of these sophomores. (2) To develop an appreciation of such ideals as truth, honor, fair play, cooperation, enthusiasm, perseverance, tolerance, clear thinking, initiative, and industry.

Pupils' purposes. The pupils' purpose that was most evident was to edit, publish, and put over financially a real high school paper known as "The Raveloe Edition."

How these purposes of the teacher and pupils were realized is reported by the teacher as follows:

The Raveloe Edition.

1. What were some difficulties that were early experienced?

As one author has expressed it, "In these days of motors and jazz it is rather hard to get youngsters interested in good books." I was more than ever convinced of this fact when my sophomore English class began the study of *Silas Marner*. There was very little manifestation of interest. Many of the students felt as though the story was too simple, that it was dry, lifeless, and a useless study. This situation forced me to inspect more closely my methods of teaching. Surely there was some interesting way of attacking this novel. It was obvious that something was radically wrong and that I, as a teacher, was failing. Perhaps, here-

[3] Conducted and reported by Lola Hawkins, Monett, Mo.

tofore, I had taught under a false impression, believing that if the teacher were sufficiently interested in her subject matter, the pupils would naturally be also. Certainly the teacher must be interested but she must also interest herself in finding out how to get the pupils sharing in her enthusiasm. Herein I had utterly failed.

2. How was interest in the novel aroused?

As we had no High School paper I suggested to my class that we get out a "Raveloe Edition," basing it upon the information in *Silas Marner*. I was astonished at the response, and I must frankly admit that such enthusiasm I had never seen before. When the suggestion was made to the class, they were keenly alive. All ideas of a dull, lifeless story had completely disappeared and a real live paper had taken its place. Even at this first suggestion, new ideas were set forth, modifications were made, and then we launched out into the deep.

At our first meeting, I was immediately aware of the fact that our journalistic attempt would generate its own power. The zest of writing for publication was giving an intense thrill to every student in the class. There was a general agreement that the whole undertaking would be doomed unless everyone entered the work wholeheartedly. The class realized that the task of editing the Raveloe Edition must be approached seriously. There could be no successful newspaper until students realized that the work was their own, for their amusement, for their betterment, and for their advancement. There was the realization that the paper was to serve the interests of all. It was advised that there was to be informality among the workers, but that the room was to be a workshop wherein no foolishness would be tolerated.

3. How was the Raveloe editorial staff organized?

The next requisite was a well-organized editorial staff. The teacher appointed a temporary chairman who made investigations before elections. He found out how many officers would be necessary. In a class meeting a list of the qualifications for each office was made. On election day every student was present to cast a vote for the person who he thought could fill the particular position most efficiently. Their choices proved that the students could be trusted to pick good leaders. The office of editor-in-chief was awarded to one of the most efficient, skillful and tireless workers of the class. He, in a most business-like way, responded with a speech of gratitude. He also expressed his earnest desire to put forth his greatest efforts in order to make the class's great

undertaking a decided success. In turn, the associate editor, business manager, sport, and art editors were elected. It was decided that the whole class would act as copy readers as well as news reporters. There the work was equally divided. One group looked after the news items, one the society page, one the personals, and one the advertising. The teacher was appointed by the class to act as staff advisor.

4. How did the editorial staff function?

There was in existence an editorial staff; but in the beginning most of the members were ignorant of their specific duties. Then it was that the editor-in-chief asked that he and his committee of advisors be permitted to outline the work as they had thought the enterprise through. Along with the class workers, he specifically and frankly set forth the place which the advisor (the teacher) was to have. At first, I felt as though he was becoming too authoritative, but I recalled that this was the *enterprise* of the class and that since I was but one of the cooperating members of the group, I should accept my duties as they were pointed out to me: "The advisor must work in harmony with the copy-readers, weeding out glaring mistakes, correcting errors in judgment, pointing out ways for improving the quality of the paper; occasionally exercising stern authority—and at all times acting as editor, censor and comrade." I resolved to do my duty. Now as never before I began to agree with Dewey. I remembered that students should be given a chance to criticize, to explore, to change, to suggest.

The remainder of the week was devoted to these reports. Each member set forth his duties in a most forceful manner, and in all sincerity. They really felt their obligations as staff members. Now that the possibilities and actualities were clearly visualized, our faith increased. The editor and his advisor (the teacher) made several individual assignments. After the stories were prepared they were handed to the advisor, who checked them and made suggestions as to style and composition. After these were put into proper shape they were handed to the member of the staff whose duty it was to receive that particular style of story. He chose the one he considered best and placed it on reserve in the edited baskets.

As the work continued, the editor found it necessary to set down certain helpful rules for his staff. He watched each member closely, and if he found any unreliable person, his name was for the time being dropped from the staff roll. It was decided by a vote of the entire group that no class credit be given to any

student unless he did all the work assigned to him. In order to be assured of more careful writings, severe penalties were levied upon reporters who were consistently inaccurate. The editor even published on our bulletin board the names of those erring news writers. This plan proved to be very effective, because it was a means of eliminating grave mistakes by the various reporters. Hence, our study of the newspaper was a means of motivating the teachings of the technique of grammar. Throughout, much stress was made on the following: write plainly, spell correctly, watch the grammar, and see that punctuation marks are accurately placed.

5. How was the business of publishing the paper handled?

While we were busily engaged in writing and getting our materials in good shape, the business manager was attending to the business phases of our project. We realized that one of our big problems was to make the edition pay for itself. The manager called at our local newspaper office to find out the cost of printing. Since the paper would have to be set on a jobber's press, the cost was prohibitive. Therefore, the class decided to employ some stenographers from the commercial department of our school to mimeograph the copies. Subscription blanks were immediately printed and sold. In this way we were assured of meeting our expenses. The class suggested that any student who sold ten copies at five cents per copy be given a Raveloe Edition. Before the solicitors started work, a member of the class appointed by the editor made a talk before a school assembly calling for the loyal support of every student in the high school. To avoid all confusion, each student who subscribed for the edition was given a numbered stub, filled out with the subscriber's name which was to be turned in at the staff office when he called for his edition. The business manager kept books, and acted as treasurer, authorizing and paying all bills. All members of the staff were responsible to him and had to consult him before incurring any expenses. The manager was exceedingly conservative, keeping the staff strictly within a reasonable limit of expenditures. He knew at all times the financial condition of the paper and what policy he had to follow to insure its stability. Through the personal canvassing far more editions were sold than we had ever dreamed of selling.

We had splendid advertising plans. We secured permission from the principal to announce the day of publication on stereopticon slides at our high school assemblies. Then, to secure the town support, the local newspaper printed in bold headlines—

"Watch for the Raveloe Edition, which is to be issued by the Sophomore Class of the Monett High School." Now that we had advertised our date of publication and our materials were collected and placed on the "dummy," we submitted our work to the stenographer who mimeographed the final edition.

Some outstanding results of this activity.

1. The students appreciated as never before the value of being able to write good English.
2. The pupils learned to read all papers critically, for good English standards had been set up giving students criteria for judging English intelligently.
3. A study of newspapers had enabled the pupils to distinguish the news that has permanent value from that which is only of passing interest.
4. Good form in written composition work was motivated, because the students were actually writing for waiting readers; and they realized the important fact that they would be criticized.
5. The study had been a means of vitalizing everyday composition as nothing else had ever done.
6. Certain pupils, who never before showed any interest or ability in English work, became some of the best contributors to the paper.
7. Three students from this group, who before had been thought to be mediocre English students, were elected to serve on the high school annual staff later on in the year.
8. Certain abilities and talents were discovered in pupils which they themselves had not been aware they possessed. Students were discovered who had ability as managers, business men, cartoonists, salesmen, etc.

One of the students in writing her opinions of the work says: "Everyone entered into the enterprise with great zeal and enthusiasm, and even the hard labor which was necessary for its accomplishment could not discourage us. Other than the pleasure received from our work and our increased use of words, we undertook the great system of teamwork. After our work was finished, everyone knew the story of *Silas Marner* far better than if we had only studied it by the question and answer method."

One would need to see this twelve-page Raveloe Edition to appreciate the ingenuity of these pupils. The following copy of the front page and a few excerpts from other pages are a fair sample of the type of paper produced by these sophomores.

RAVELOE EDITION

VOL. I RAVELOE VILLAGE, JANUARY 2, 1861 PRICE 5 CENTS

SENIOR DEACON DIES

Lantern Yard.—The sad news comes to us that the Deacon of our village passed away last night. The people of Lantern Yard regret the loss of such a splendid character.

During the sickness and death of the Deacon, the church money was stolen. It is distressful to find, after having cast lots, that a very devoted member of the church was guilty of the misdeed. The name of the culprit has been removed from the church books and he has left our village.

SILAS COMES TO RAVELOE

Silas Marner, an inhabitant of Lantern Yard, recently located near our village at Stone Pit. He is a linen weaver by trade.

His life, before he came here was filled with the movement, the mental activity, and the close fellowship within that narrow religious sect, where the poorest layman has the chance of distinguishing himself by gifts of speech. Mr. Marner was highly thought of in that little hidden world. He was believed to be a young man of exemplary life and ardent faith.

SUNDAY—Regular services will be held at the Church.

NOTICE!

The plot of the novel has been followed logically throughout. It must be noted that there are lapses of time between certain news articles.

RAVELOE

Raveloe lies low among the bushy trees and the rutted lanes, aloof from the current of industrial energy and puritan earnestness. The rich eat and drink freely, and accept gout as a thing which runs in respectable families. The poor, thinking the richer class capable of doing nothing harmful believe it right for them to lead a jolly life too.

The Raveloe feasts are like the rounds of beef and the barrels of ale—they are on a large scale.

WILDFIRE SOLD

Dunstan Cass departed from his home early this morning in order to sell his brother's horse, "Wildfire." Godfrey had been in need of money for some time, and this was the only means of securing it. The horse was easily sold to Bryce for a hundred and twenty pounds. Dunstan, instead of immediately delivering the horse to its owner, proceeded to the annual hunt at Tarley fields.

THIEF STEALS GOLD FROM SILAS MARNER

Home of Linen Weaver Boldly Entered and Large Sum Taken

Raveloe, Eng., Dec.—When Silas Marner, the linen weaver, who lives alone at the Stone Pits, one mile east of this village, returned last night from an errand, shortly after dark, he found that his house had been entered and 272 pounds of gold taken.

As soon as Marner discovered that his money was gone, he reported the loss at "The Rainbow," and Mr. Dowlas and Mr. Crackenthorpe as deputies, went to the scene of the robbery. They examined the house and surroundings, but the heavy rain made tracking the thief impossible.

Marner kept his money, the savings of fifteen years, in two leather bags under the bricks near his loom. The loss has almost crazed him.

SEARCH IS BEING MADE FOR THIEF

The search is still being made for the thief who broke into Master Marner's cottage two weeks ago tonight. A tinder-box was found outside the cottage door, and it is believed that it will assist in identifying the thief.

RAVELOE EDITION

A SUBSCRIPTION BLANK

for the Raveloe Edition will be found on page 2. SEE IT!

RECOMMENDED BOOKS

Silas Marner, artistically considered, is George Eliot's masterpiece. In addition to the ruddy glow of life in the characters, there is an idyllic beauty about the pastoral setting and a poetic, half mystic charm about the weaver's manner of connecting his gold with his bright-haired Eppie. The slight plot is well planned and rounded, and the narrative is remarkable for ease and simplicity.

Adam Bede is the freshest, healthiest, and most delightful of her books. This story leaves upon the memory a charming picture of peace and contentment.

The Mill on the Floss. This novel is one of George Eliot's most earnest productions. There is in this tragic story a wonderful subtle revelation of a young nature, which is morbid and strong of will.

Romola is a much bolder flight. It is an attempt to present Florence of the fifteenth century, to contrast Savonarola's ardent Christianity with the Greek aestheticism of the Medicis.

READ SILAS MARNER!!

"THEME OF THE STORY"

"Love will heal a morbid nature."

GEORGE ELIOT'S PLACE IN LITERATURE

George Eliot had a more serious purpose in her art than most of her predecessors. She may be regarded as the founder of the psychological novel, that is, the novel in which the development of human character is minutely described. She excels in depicting the struggles of the human soul.

We must admit that the novelist who pictures even one phase of human life as exactly, as thoughtfully, and as sympathetically as George Eliot must ever be counted among the greatest.

SOCIETY CALENDAR

MONDAY—Mrs. Dolly Winthrop will entertain the Quilting Bee at her home.

TUESDAY—A meeting will be held at the Town Hall to decide what restrictions will be placed on Rainbow Inn.

WEDNESDAY—Don't forget our mid-week prayer service. We want to have some one present beside the Parson.

THURSDAY—The riding club will go on an all night hunt, starting promptly at 8 P.M.

MARRIAGE LICENSES

Issued in Raveloe

William Dane—Sarah Godfrey Cass—Nancy Lammeter.

Aaron Winthrop—Eppie Marner.

WEATHER FORECAST

Forecast for Raveloe:

Lower temperature in Raveloe village, and surrounding districts.

Heavy snow fell New Year's Eve.

RAVELOE ADS

DR. KIMBALL
Physician & Surgeon
Office over Raveloe Bank
Phone Red 64

JUDGE MALAM
Commissioner of Peace
Notary Public
Phone White 163

SALES
GENERAL MERCHANDISE STORE—RAVELOE
SPECIAL—Sale on corn cob pipes and home-spun wool.
ON SALE TOMORROW
mobcaps
coiffure
fustian clothing

The activity was a great success from the standpoint of teaching the fundamentals inherent in the study of a novel and of everyday composition; but what is more important, certain character traits were emphasized through life experiences that gave them significance. In fact, the period of three weeks spent in this study was an experiment in real democratic living. Its success is proof that in the degree the subject matter of the school takes on the qualities of a real, life situation, it becomes alive for students.

Can All High School Assignments Be Both Specific and Elastic?

There is positively no reason why all assignments can not be specific and thus become effective means of teaching pupils to have definite purposes when reading. Moreover, the elastic, differentiated, or block assignment is adaptable to all types of subject matter.

Even in geometry and algebra some high school teachers use the differentiated assignment most effectively. For instance, during the first month of school a teacher of mathematics gave her pupils several daily exercises, involving a test of their geometry knowledge and aptitudes. She also checked each member of the class personally, so that by the end of the month she had a fair estimate of what each should be able to do. Thereafter, in making her assignments she had the pupils check certain exercises in their text, the solution of which would mean an *M* grade. These exercises constituted the minimum requirements in the course. For a grade of *S* she required the solution of additional and more difficult exercises in the text. For a grade of *E,* she used more difficult exercises found in other texts or else some such substitutions as the following:

1. Reports on the contributions made by certain great mathematicians.

2. Special reports showing the mathematics involved in architecture, music, designing, landscaping, engineering, and

many of the common "taken-for-granted" conveniences everywhere about us.

3. The creating of so-called original exercises in response to the teacher's challenge—"Take any three points, through these points draw lines making as many constructions as possible and prove something about each construction." In a class of thirty-one geometry students, the number of "original" constructions ranged from sixteen to fifty-eight.

Wide-awake teachers are using the elastic or contract assignment in their work in science and foreign languages. Miller and Hargreaves[1] cite many type lessons in practically every high school study, which embody the principle of elasticity.

[1] H. L. Miller and R. T. Hargreaves, *The Self-Directed School*, Scribners, 1925.

CHAPTER IV

THE ASSIGNMENT AND CHARACTER BUILDING (Continued)

The following activities were conducted in various grades of the elementary school. While the teachers did not set up specific contracts for the pupils of the various grades, yet a careful analysis of their procedure indicates that the activities were presented in such a way as to provide for individual differences and to give the pupils opportunities to work along lines that most appealed to them. The reports of the teachers are presented verbatim, except where in places they have been condensed.

ACTIVITY I[1]

The Rabbit's Visit. Grade I. Time, 4 weeks.

Teacher's purposes. (1) To develop through living and participating, not only greater accuracy and skill in the following subjects, but also a conscious need for them: reading, handwriting, spelling, drawing, arithmetic, and oral English. (2) To give the pupils an opportunity to practice in a real life situation such virtues as responsibility, cooperation, fair play, reliance, kindness, unselfishness, control, self-pride, courtesy, appreciation of pets, accuracy, good judgment, powers of close observation, and "stick-to-it-iveness."

Pupils' purposes. The obvious purposes of the pupils were twofold: to care for the rabbits; to enjoy the rabbits.

Complete story of the activity.

1. How was it initiated and motivated?

Knowing how great is the lack of responsibility in most grown-ups, and hence in children, and knowing the joy of owning pets, I decided that if no one of my children brought a rabbit after Easter, I would buy one. Later, I felt sorry for the lonely little rabbit and so bought another—a little white one.

The day before the first one arrived, I printed this note:

[1] Conducted and reported by Leola Mittelbach, Kansas City, Mo.

"Dear Boys and Girls:

I am coming to visit you. I shall be there tomorrow.

A Rabbit."

This note was then pinned on the bulletin board and the activity was begun. The note provoked many questions which led to conversation, stories, and brought in other subject matter.

Needless to say the rabbits were a success from the minute they arrived. The first rabbit, a brown one, was named Brownie. After various discussions as to appropriateness, it was decided that he spend his first night in a large box with a wire screen on one side. This did not suit the children as a permanent home, since they could not see him well and were down on the floor too much, so we tied two of our tables (3′ by 17″) together, fastened four posts to the four corners, and asked the janitor to put some wire netting around. We placed the pen in a conspicuous place where the rabbits could be seen at all times from any part of the room.

2. How did the children take care of them?

Rabbit duties were more sought now than room duties so I printed a list:

.....may feed the rabbits grass.
.....may feed the rabbits carrots.
.....may feed the rabbits lettuce.
.....may feed the rabbits oats.
.....may feed the rabbits apple.
.....may give the rabbits water.
.....may clean the rabbits' pen.
.....may help clean the rabbits' pen.
.....may put papers around the pen on the floor.

On a nearby shelf, improvised and kept in order by the children, were the rabbits' rations and schedule for three meals a day at 8 a. m., at 12 p. m., and at 3 p. m. Directions for feeding had to be read by the children.

The children decided that the rabbits must have clean food, so they made and fastened little troughs from boxes on the side of the cage. An oatmeal box was cut with a round hole on a long side to contain grass. This box furnished opportunity for much glee, as the rabbits liked to burrow in the grass in the box or sit in it on two legs and nap there.

3. What were some activities centering around the rabbits?

Each day some child received a letter from Brownie. This

letter told of his dreams, of some good work he had observed in the room, of some kindness shown him, or asked about little brothers and sisters who came to visit after school hours. Soon the children were writing letters to Brownie. They brought rabbit stories to read to the group. Every available picture of rabbits was brought in and many original and true stories were told of the rabbits. Conversation lessons were splendid, for the children had something interesting to talk about. All the primary rooms visited us and gave us opportunities to tell about our rabbits.

Every once in awhile we gave the rabbits a chance to stretch themselves and hop all around the room while we watched and enjoyed them. This was a splendid opportunity for the children to practice self-control.

When warm weather came we decided to let a big, kind boy who lived near take the rabbits home. Any child in the room would gladly have taken them, but no partiality could be shown. The children made the box that the rabbits departed in, nailing a wire netting over one side.

Check-ups of the activity. That the pupils gained in skill in the use of the fundamentals was evident from the results of a "Yes and No" reading test about rabbits, their food, their habits, their appearance, and their use; from the stories of rabbits which they told and illustrated; from their everyday conversation with visitors; from their supplementary readings; and from their drawings and other handwork.

Results of the activity.

A. Fundamentals of learning:

1. Reading: There was a marked interest in the reading work. Bulletin board notices, letters from and to the rabbits, original poems and stories from papers, story books, and supplementary readers were eagerly read by the group.
2. Language: The children were always eager to talk about their pets. They made up original stories and poems. The following is a sample:

> "See him jump,
> See him run,
> See him jump
> And have lots of fun."

3. Nature work: Nature lessons came at any period during the day when the rabbits were particularly interest-

ing. The children learned how rabbits keep clean, what they like to eat, how the rabbit holds his ears, what use he makes of his long ears, how they play, etc.

4. Handwork: Drawing, cutting, painting, modelling, making troughs for food, helping prepare the home, etc., all motivated handwork so that the children were intensely interested in it.
5. Arithmetic: A little number work came in when preparing food, such as division of carrot or apple into halves and quarters and use of pint cup in measuring water and oats.

B. Character traits:

This activity was particularly worth while as an opportunity for the development of certain character traits. The children gained an added appreciation of the following:

1. Economy: through rationing food and using up all the old before new was put in.
2. Accuracy: in portioning out the food.
3. Good judgment: in knowing when, how, and what to feed, and how to make the rabbits comfortable.
4. "Stick-to-it-iveness": in finishing jobs such as feeding, cleaning pen, putting papers on the floor.
5. Responsibility: in caring for the rabbits, cleaning the pen, providing food and water, etc.
6. Cooperation: in each one's contributing to food supply, helping clean the pen, helping each other read bulletin board notices, letters, etc.
7. Fair play: in taking turns at feeding or other duties, telling visitors about the rabbits.
8. Control: exercised when the rabbits were allowed to run about the room or when children who had finished assigned work were permitted to go to the cage.
9. Pride: in the fact that the room possessed and cared for two pets.
10. Kindness: in caring for and playing with the pets. The one or two who wanted to punch the rabbits soon found themselves without the class approval, and so stopped.
11. Courtesy: in bringing visitors into the room to see the pets.
12. Reliability: by holding them responsible for some particular job in caring for the rabbits. Any child who showed signs of neglecting his work was soundly condemned by

the class, and if he did not do better, his "chore" was handed over to a reliable member of the group.

13. Respect for property: The tables were always kept covered by oil-cloths and newspapers put on each day.
14. Constructive criticism: Those who had charge of the feeding were helped by others. Also the cleaning was supervised by a chief who chose his assistants.
15. Appreciation: Greater love for pets was developed. The rabbit's abilities were better appreciated, his high and long jumps, swiftness, and his beauty. Stories of rabbits took on an added meaning.
16. Unselfishness: Children learned to share their joy as well as their duties with other members of the class.

The teacher conducting this activity felt that her efforts were many times repaid. Other teachers have found similar virtues inherent in activities around other pets such as chickens, gold fish, tadpoles, harmless snakes, kittens, guinea pigs, birds, frogs, toads, or turtles.

ACTIVITY II[2]

"The Book of Happiness." Grade III. Time, 1 week.

Teachers' purposes. (1) Fundamentals: To motivate the work of the particular subject each was teaching. (2) Character traits: To give adequate free expression to the children's impulses and individual abilities which, in turn, would help strengthen certain very desirable character traits.

Pupils' purposes. Their most obvious purpose seemed to be to make an attractive booklet of their own verses.

Story of the activity. A very rainy week in April furnished the "atmosphere" which motivated this correlated activity. One pupil suggested that since it had been raining all spring, we spend the week reading poems and stories about rain. The pupils accepted the suggestion wholeheartedly. Selections in supplementary readers, story books, children's magazines, and newspapers were collected. Each child had at least one contribution to make. A majority of the students read to the class a number of selections which they had found.

The reading excited so much interest in the rain and the beauties of springtime that the children began to look for these realities pictured in poetic fancy. The whole of one language

[2] A correlated activity of language, music, and art teachers reported by Hildred Honan, Kumpf School, Kansas City, Mo.

period was given over to a verification by observation of some of the descriptions of cloud formations and in listening to the rain. Two or three suggested that the next period be spent writing original poems about the beauties of spring. It was also suggested that the class and teacher compose a class poem.

The next day was one of incessant downpour. It was suggested that the class poem be about the rain. The idea was certainly apropos. First we decided upon a title. Seven were suggested and the class finally voted that "Listening to the Rain" would be most suitable. In the same way each line of the poem was contributed, the class choosing the most suitable from a number given by the pupils. On the third day, the poem was finished. Some idea of the all-pervasive interest that the class evinced is shown in the children's individual responses. Eleven different lines were suggested for the first line, the teacher writing each on the blackboard. Then the children decided which line seemed most appropriate, considering the title and the spirit they wished to breathe in their poem. The same technique was employed in the writing of the other six lines. Their final poem is given:

LISTENING TO THE RAIN

The rain goes pitter patter
On the window pane
We can hear the music chatter
We've been listening to the rain.
We can hear the rumbling thunder
And see the lightning flash,
And if it would stop, we wonder,
If the gray, rain clouds would dash.

But the children's enthusiasm did not end here. When they went to the music room, they asked their teacher if the period might not be spent in setting the poem to music. She used the same technique as did the language teacher, having them suggest tunes for each line. Eight different suggestions were offered for the first line. The teacher played each on the piano, the children hummed them, then tried them with the words, and finally selected the tune most befitting the spirit of the poem. The rest of the poem was done in the same way. The second music period was spent in writing the music on the staff.

In the meantime the pupils had been writing individual poems about spring and rain. Some of these were recited and discussed in class. The whole group seemed to feel that the poems should

be edited and collected in special booklet form. Now they asked the art teacher for help. Two art periods were given over to working out a design for the cover and one for the title page. In both instances each child was asked to originate a cover and title page which he thought best suited the booklet. The class then, as before, voted which should be used.

The title chosen for their book was "The Book of Happiness." The cover design finally selected was most suitable. It was a drawing of a blue bird high up on a bird-house around which tall hollyhocks were growing profusely. The title was artistically arranged at the top of the page.

Outcomes.

A. Fundamentals:

1. Reading: Possibly more and better silent and oral reading was done that week than in any preceding week. The pupils had purposes which they wished to realize.
2. Oral and written English: Practice in good oral English was motivated as never before. The children had something to say and desired to say it well. They appreciated that often one has a real contribution to make to the class but fails to get it across because of the language in which it is clothed.
3. Handwriting, spelling, and punctuation were extremely well done, since the material was being prepared for a booklet.
4. That the music and art periods were times of white-heat interest in which all that the children knew about these techniques was being purposefully employed can only be appreciated by those teachers who have experienced the interest that such creative activities inspire.

B. Character traits:

The following character traits were practiced in many situations resulting from this activity: cooperation, enthusiasm, discerning judgment, appropriateness of taste, neatness, accuracy, self-confidence, tolerance, courtesy, unselfishness, open-mindedness, and a love and appreciation of work.

ACTIVITY III

"A February Program."[3] Grade V. Time, 2 weeks.

[3] Note: The teacher submitting this report of an activity did not sign her name.

Teacher's purposes. (1) To motivate the work in reading, oral and written English, art, music, history, and geography. (2) To help the children feel the value of sterling characteristics portrayed in the lives of the men they studied, as well as cooperation, initiative, originality, "stick-to-it-iveness," thoroughness, courtesy, fair play, system, judgment, and constructive criticism.

Pupils' purposes. Their obvious purpose was to prepare and present a creditable assembly program for the month of February.

Teacher's report.

A. How the project was initiated.

The VA group knew that it was its turn to give the assembly program that month. After much discussion the class decided that it wanted to try to give some of the fine messages from the lives of some of the great men born in February. A list of noted men born in February was found in the *Books of Knowledge,* and after due consideration the following were decided upon:

1.	Felix Mendelssohn Bartholdy,	Feb. 3, 1809
2.	Charles Dickens	Feb. 7, 1812
3.	Thomas A. Edison	Feb. 11, 1847
4.	Abraham Lincoln	Feb. 12, 1809
5.	St. Valentine	Feb. 14, ...
6.	George Washington	Feb. 22, 1732
7.	George Frederick Handel	Feb. 23, 1683
8.	William F. Cody	Feb. 26, 1845
9.	Henry W. Longfellow	Feb. 27, 1807
10.	Raphael	Feb. 28, 1483

B. How the pupils prepared it.

Everything in the readers, language texts, and song books about these men was studied or reviewed. Books were brought from the library and homes. Newspaper clippings and encyclopedia information were used.

In the reading periods for two weeks selections were read from *A Child's History of England* by Dickens; letters written by Dickens; biographical stories of Washington, Lincoln, Edison, Dickens, Longfellow, and St. Valentine were studied, and "Hiawatha" and other poems by Longfellow and "The Cratchits' Christmas Dinner" by Dickens were reviewed.

During the language periods the children wrote life sketches of these men as they wished to give them at the program; practiced reciting all speaking parts so that all hearers might under-

stand and enjoy the messages; dramatized the scene from "The Christmas Carol"; arranged and wrote parts for their Washington play; dramatized a scene from "Hiawatha" and made out their order of presentation.

In the music hours they learned songs composed by Mendelssohn and Handel; studied the biographies of these men and prepared what they wished to present to the group; played records of their music, and practiced the Indian war dance.

All spelling lessons were taken from the work in hand. Writing had to do with preparing life sketches, writing the plays, and other parts of the program.

In art, posters were prepared to be used in introducing each number of the program. Advertisements for display in the halls, telling the date and nature of the program, were prepared.

C. The program as the pupils presented it.

The pupils tried to arrange the program to resemble an Orpheum bill. One member of the class attended to the changing of the posters which announced the next number.

A group of six pupils whose birthdays were in February greeted the assembly. If a birthday occurred on one of the special dates, that particular child mentioned the fact. One of the group told about the program to follow.

Felix Mendelssohn. (A group of eight children.) One child gave a short life-sketch of the composer and then was joined by seven others who with him sang, "Lords and Ladies" and "The Larks Crystal Song."

Charles Dickens. (A group of eight.) The reciter gave a short life-sketch and introduced the members of the Cratchit family, who appeared in a dramatization.

Thomas Edison. (A group of eight.) A short life-sketch was given by a girl, who then stepped to the victrola and was about to play a record when she was stopped by a boy, impersonating Buffalo Bill, William F. Cody, who briefly told the story of his life and then introduced three Indians and three cowboys whom he had brought with him. The girl then played the record—An Indian Dance—while Cody, the Indians, and the cowboys performed.

Abraham Lincoln. (Six girls.) An exercise telling about his life and service to his country. They paid tribute to his memory by decorating his picture.

St. Valentine. (Two girls.) One girl gave a sketch of his life; the other, daintily dressed, represented a valentine and pre-

sented a big, red heart to the school as a token of the loyalty and affection of the group.

Henry W. Longfellow. (A group of six.) First, one girl gave a short sketch of his life. Then a Hiawatha scene was presented. The following characters were grouped around the wigwam: Hiawatha, Minnehaha, Nokomis, Iagoo, Chibiabos and Kwasind. Each introduced himself in the words of the poem, with changes to the first person. Iagoo and Hiawatha gave second speeches, prophesying the future of their race.

Washington play. (Twelve boys.)

1. Poems used: A boy's original poem about Washington; "The Immortal George"; "Washington's Birthday."
2. Incidents presented: as a colonial army leader; as a continental army leader; and as a national leader.
3. A character sketch.
4. Song of Praise to Washington's memory.

Raphael. (Five girls.) One girl gave a short sketch of his life. Then the four following pictures were shown and an interesting story told about each: The Sistine Madonna; The Madonna of the Chair; St. George and the Dragon; and The Transfiguration.

George Frederick Handel. (Nine children.) A short life sketch was given and then a song, "Largo," was sung by eight children.

Results obtained.

A. Fundamentals of learning:
   1. Reading: The children did much more silent and oral reading while preparing this program than they otherwise would have done. Their reading was directed or purposeful. They wanted to get specific information. They also learned how to use reference books.
   2. English: There was much practice in oral expression when the children were discussing what should be included in the life sketches, dramatizations, etc., and when they were trying out for various parts. Splendid written exercises were the making of original poems, the reorganization of some of the articles they found, and the writing of dramatizations. Through their diversified reading and the associated language work both speaking and writing vocabularies were increased.

B. Character traits:
   1. Cooperation: They felt the need of all working together for the common good, if a creditable piece of work was to be presented.

2. Criticism: They learned to give and take criticism.
3. Self-control.
4. Unselfishness: in giving parts to those who were most efficient.
5. Initiative: in collecting material, choosing material, planning and executing their exercises.
6. Perseverance: in looking for material and faithfully working out the program.
7. Originality: in writing poems and dramatizations.
8. Judgment and clear thinking: in the selection and arrangement of materials.
9. Aesthetic tastes: in costuming, preparing posters and advertisements, and in appropriately decorating the stage.
10. Joy and enthusiasm: experienced through the realization that their work was well done and unusually well received by the assembly audience.

ACTIVITY IV[4]

"A Picture of Japan." Grade VI. Time, 10 days.

Teacher's purposes. (1) To guide the pupils in such a way that they would enjoy the study of Japan and learn the desirable facts about the country. (2) To give them an opportunity in a real life situation to practice and appreciate many of the cardinal virtues of an attractive personality.

Pupils' purposes. To put on a "show" or a demonstration activity for a group of teachers at the county institute.

Teacher's report of the activity.

A. How it was initiated.

I had been asked to prepare a demonstration lesson in geography to present at the county teachers' association meeting. I was in a quandary, as I had never done such a thing and did not approve of "show" lessons which did not consider the interests and needs of the pupils. Upon a sudden inspiration, I took my VI-A class into my confidence and asked them what we should do about it. One boy who was usually considered stupid said, "Couldn't we do something walking around rather than just sitting in our seats for the teachers to look at?" One girl said that she thought something about Japan would be suitable, for Japan was such an interesting little country and she knew of a returned missionary from there who was visiting in the neighborhood. The

[4] Conducted and reported by Annie E. Graden, Parkville, Mo.

rest of the class seemed pleased with her suggestion and since, according to our schedule, we would in all events begin a study of that country in about two weeks her suggestion was unanimously accepted. We decided to begin at once to see what we could do.

B. How the lesson was prepared.

First as a class we decided what should be considered for study of this country. The following topics were selected: Location and size; the people, their education and religion; its history (not too detailed); its physical features and principal cities; its industries; its customs; its power and influence as a nation.

Groups were selected to work upon each topic. In selecting the groups, the children were asked, "Who would like to be in the group to take care of this problem?" In almost every instance I was able to place a pupil where he desired to be.

Each day the separate groups met and reported their progress, discussed their plans, selected the material they thought best, and suggested other ways and means of adding to it. Spelling, language, reading, history, geography, and much of the art work centered around this project.

One group visited the returned missionary and learned first hand about some of the customs of the people, and also came back with a number of very fine stories. Another group haunted the library for reference material. A third group solicited homes for Japanese curios. A fourth group worked out a little dance which was to be given in Japanese costumes, designed and made by the members. This group also planned to give a Japanese tea, seating the guests on the floor, etc. All groups participated in making Japanese articles—a Japanese pagoda of cardboard and construction paper; a Japanese parasol, table napkins, and fans of crepe paper decorated with small Japanese figures; a little boat made from the flexible slats of a basket; and water color paintings of cherry orchards, flowers, scenery, etc.

C. How the lesson was presented.

Just ten days after we had started our study, we presented it to the group of teachers. All our material was placed in the front of the room by the class. We had all hand-made articles and curios on a long table for exhibition. When our turn came, the class took its place in the front of the room. Each group had prepared questions to be asked the other groups concerning its particular topic. The boy who wanted to do something "walking around" could not talk well, so he sketched a map of Japan on the board showing its location, size, and area.

The pupils had worked out their own ideas of quizzing for in-

formation. I made very few suggestions and those I did make were to help them keep within the time limit. No mention was ever made that this was a test or check-up of the work of the past ten days. The pupils felt that they were there to show the visitors what they had learned in an environment of freedom.

Without my being told that they were going to do so, one girl said, "James, will you tell us what you think of this way of studying our geography?" This was his answer: "I didn't think much of it at first but I thought I'd be a martyr and join the rest of you. But I learned more common sense about how to study than I ever did before. I've learned a lot more about Japan than I did about the Philippine Islands which we studied the other way. It's a whole lot more fun to tell others something they have not studied, and I remember more when some one tells me what he has learned."

What were the outcomes?

The lesson was a decided success, judging from the remarks of the visiting teachers. Perhaps the fundamentals were stressed most, for I felt the teachers would notice them most. Certainly the reading, history, geography, language, and art work were purposeful, and the children worked tirelessly with energy and enthusiasm.

But there was plenty of evidence, both during the ten days' preparation and on the day of presentation, that this lesson was the result of group cooperation, loyalty, enthusiasm, sincerity, industry, accuracy, neatness, initiative, self-control, judgment, and creative thinking. Had these virtues not been functioning at white heat, the lessons could not possibly have been a success, even from the standpoint of learning the fundamentals.

ACTIVITY V[5]

Baby Beef Club—Rural School. Grade VIII. Time, 6 months.

Teacher's purposes. (1) To motivate the study of scientific feeding of stock. (2) To train pupils in self-reliance, initiative, industry, creative thinking, carefulness, accuracy, good judgment, patience, perseverance, cooperation, self-confidence, thrift, pride, and respect for others.

Pupils' purposes. (1) To possess property absolutely their own. (2) To make money. (3) To be able to help the county agent demonstrate and show the farmers the best and cheapest

[5] Conducted and reported by Myrtle Arbuckle.

way of fattening baby beef. (4) To take part in the county round-up. (5) To win a prize.

Teacher's account of the activity.

1. How it was initiated.

The eighth grade of a rural school was studying "cattle" in Agriculture when the County Agent came to visit the school. He told the class that beef cattle could be fattened much faster and cheaper than the farmers in the county were doing it, but he could not get them to see it. He wished that he knew some boys and girls who would follow directions and prove to the farmers that they were wrong. He was very much in earnest and his appeal gripped the children. After he had gone, the class started to talk it over, and the more they talked the more excited they became about the possibilities. Finally, they came to me, asking if they could do something and if I would help. After I had talked the matter over and impressed them with the fact that it would mean constant work for days, weeks, and months, they decided to take the matter up with their parents.

Each child was to pay for his calf. If he had not money enough, he was to borrow it at the bank, making a note for same and paying it with interest when the calf was sold in the fall. Arrangements were made to meet the county agent, get his advice as to details of feeding, date that feeding was to begin, and suggestions as to where desirable calves could be obtained.

The children studied various breeds of beef cattle, as each was desirous of buying a calf that would fatten the quickest and at least expense. This necessitated trips to several herds. Strong points of cattle were talked over with various owners. This created much community interest in the enterprise. One child bought an Angus, one a Shorthorn, and two, Herefords.

In one week the calves were bought and feeding was begun. The buying of the feed was a big item and gave much practice in arithmetic. They soon found that helpers wasted feed even when it was very high priced, so each pupil decided to feed his own calf. Every child was required to keep an accurate account of the weight of the calf for a period of six months, as well as cost of feed and other expenses. At the end of each month each pupil compared the record of his calf with the champion baby beef of the previous year.

One of the first things they had to do was to make halters and train the calves to lead. This brought up a study of rope making with our little rope machine, knot tying, and halter making.

Outcomes.

A. Fundamentals of learning:

By means of this activity the pupils learned:

1. The differences between beef and dairy cattle.
2. What feeds produce muscles and bone, fat, and milk.
3. The value of balanced rations.
4. The value of knowing when to water stock.
5. How some feeds are prepared.
6. How hides are made into leather.
7. What a note is and how to compute interest.
8. To read for definite information.

B. Character traits:

But some of the most important outcomes were those which affected their everyday group living. I believe that as a result of this work certain fundamental virtues were strengthened:

1. Self-reliance: Their success or failure depended on how well each did his work.
2. Thrift: in buying and feeding the calf.
3. Industry: in daily caring for the calf.
4. "Stick-to-it-iveness": it was a six-months' undertaking, which at times must have been irksome.
5. Accuracy: in weighing and keeping records and in measuring rations.
6. Cooperation: in helping one another with suggestions.
7. Judgment: in selecting, buying, and feeding the calf.
8. Honesty: in keeping records of weight as well as cost.
9. Pride: in caring for the calf; also in "showing dad."
10. Responsibility: in caring for the calf; in meeting their obligations at the bank.
11. Humility: in seeing what others were able to do.

While this activity did not take very much of the school time after it was once safely launched, yet I feel that it was one of the most worthwhile things accomplished. The entire community was benefited by it and certainly many desirable carry-overs were evidenced in the school work and attitude of these eighth-grade boys and girls.

By What Should Creative Activities be Supplemented?

As has been said again and again, failure in the struggle with life situations is one of the causes of such undesirable traits as indifference, inferiority complexes, jealousies, and stubbornness,

as well as exhibitions of various kinds of mischievousness. No set of creative activities, interesting unit lessons, or contract assignments can give sufficient drill, review, and repetition of certain elemental facts and skills that the child must know if he is to succeed in his individual or group projecting. There is a need for motivated, diagnostic drill that will give the child mastery of these basic facts, and thus help him succeed in his undertakings.

The following brief presentation of two assignments illustrates ways in which drill may be employed:

Diagnostic drill applied to beginning reading. In a class in beginning reading an attempt was made to give interesting word drill exercises that would meet the particular needs of each of the forty-three pupils. Their mental ages ranged from five years and six months to seven years and eight months. Shortly after the opening of school, the class was divided according to mental ability into three sections. But by the end of the first month such marked individual differences were manifested that this grouping proved entirely inadequate, especially for word and phrase drill periods. The brighter pupils in each section called the words so quickly that the pupils needing drill most were neglected. The slower pupils were becoming discouraged, and the drill periods were becoming times of boredom, fertile in the development of wrong study habits and unwholesome attitudes toward self and others.

The teacher decided to divide her class into seven small groups for drill work while still maintaining the three sections for class reading. She prepared flash cards consisting of words, phrases, and short sentences found in the lessons of the past and the next month. These cards were graded carefully as to difficulty, arranged in seven sets, and each set filed in a suitable box. The teacher explained to the pupils the necessity of breaking the large groups into groups of six or seven pupils so that everyone would have a fair chance to see the card the instant it was flashed. She also suggested that each group have one of its members or a child from an advanced group to act as teacher in the three ten-minute daily drill periods. The pupils as a body then considered what

special names should be given the groups working on certain boxes. Beginning with the first and easiest box, the names chosen for the groups were "The Fighters," "The Bears," "The Panthers," "The Tigers," "The Lions," "The Winners," "The Lindberghs."

In the forming of the sections, each pupil was put in the group where he missed his first word. During the three drill periods the room was a seven-ring circus, so to speak. The pupils were alert and happy, each striving to master the words in the box of his group so he could move on to the next group. By the time any of them had mastered all seven sets, the teacher had another group of seven boxes ready. Pupils working in this second division were called "The Advance Guard—Fighters, Bears, Panthers, etc." The interest was so intense that often children worked in couples at other times than drill periods. Thus, the same children were in the same groups scarcely two days.

What were some of the outcomes? At the end of the sixteenth week, the bright section had read three primers and one first reader, the middle section had completed two primers, and all the pupils of the slower section save one had completed one primer. This very slow child was on the sixth story in the primer and happy in the knowledge that he was winning.

In addition to splendid scholastic achievements, these conditions stimulated wholesome emotional reactions. The social atmosphere of the room was surcharged with feelings of success, team work, alertness, enthusiasm, and joy in mastery, as each child specialized upon his own difficulties and moved forward as soon as he had conquered them.

Diagnostic drill applied to fourth-grade arithmetic. The pupils in three fourth grades of a small city system were so slow and inaccurate in solving their arithmetic problems that it was necessary to assign much interesting and specific number drill in the four fundamental processes. The teachers realized that if drill is to be effective it must be interesting throughout and directed upon each child's individual difficulties.

But what economical technique could be employed to ascertain

each pupil's particular number difficulties, and what would be the nature of the most economical remedial and drill exercises? For example, it took some children a minute and a half to give a correct response to 7+9. Further diagnosing showed that some pupils obtained the answer to the above combination by counting, others by breaking up 9 into three 3's and then counting (possibly some quick addition), while another child obtained the correct answer because he knew that since two 8's made 16, he needed only to take one away from the 9 and add it to his 7 to make the 7+9 combination on a par with two 8's.

Under the stimulating and scientific spirit of the teachers, these fourth-grade pupils realized that their success and joy in arithmetic were dependent upon the ascertaining of their individual number difficulties, which, when discovered, would require daily earnest drill for mastery.

Accordingly, each teacher set to work to ascertain which of the 100 one-digit addition combinations was a special difficulty for each child. The technique employed in this diagnosis was as follows:

1. The pupils were asked to number every other line in their tablet from 1 to 100 inclusive.

2. The teachers next flashed the number combinations so rapidly that no pupil had time other than to write down the answer or else draw a line indicating his inability even to try for a correct response.

3. After every five cards had been flashed, the teachers stopped and read the right answers, each child checking his work.

If any pupil had the wrong answer or no answer, the particular combination which he missed was now given him and he at once wrote it down. For example, one teacher flashed the five following combinations in the first ten seconds: 5+7, 8+0, 7+9, 0+4, and 6+7. She then read the correct answers in order, each child checking his work. One child had 0 for his answer to the second combination. He was told to write down 8+0 for that was the combination that needed his special attention.

When the 100 combinations had been presented, each child had

a record of his own particular number-combination difficulties. Each pupil then made cards, placing a number-combination upon one side and the correct answer to that combination in the upper right hand corner of the opposite side. Two combinations were on one card. He next drilled himself by playing many games of "solitaire" until he thought he had instant mastery over all his number difficulties. He then called upon some other pupil to test him, or to give him more drill. The final check test, of course, was over the entire 100 combinations.

What were some of the outcomes? At the beginning of the investigation the class medians had not been higher than 14 correct addition combinations in sixty seconds. After six weeks of drill, two ten-minute periods daily, the class medians in all three schools were above the accepted standard, namely 30 correct addition combinations in sixty seconds. The pupils and teachers taking part in this study agreed that this particular six weeks of diagnosis, drilling upon each one's individual needs, and testing constituted one of the most successful and happy experiences in the year.

Thus, motivated diagnostic drills are of value not only as means of assuring success in the completion of other activities, but because, in themselves, they afford opportunities for character growth. In such periods it is possible to create attitudes of scientific approach to one's difficulties, to create enthusiasm for mastery, to develop will power and altruistic disposition.

What Are Some Precautions to Observe in Planning Creative Activities?

The organization of subject matter into creative activities presents unlimited possibilities for wholesome intellectual and personality growth. The activity not only liberates the individual, giving him an opportunity for self-expression in ways that appeal to him, but also gives him first-hand knowledge of the necessity of the practice of certain virtues if he is to live successfully as a member of a group.

Nevertheless, the mere initiation of creative enterprises does

not insure economic learning of the fundamental skills, nor does it guarantee opportunities for practicing desirable virtues. As much time can be frittered away in so-called projects as in the most inane, parrot-like recitation. Creative enterprises must be critically and impartially appraised before they are started if the greatest possible contribution is to be made to the intellectual, social, and spiritual life of the participants. The following criteria are suggestive:

Does the activity improve human relationships? One outstanding question that the teacher should ask herself before a unit of work is begun is, Will one of the results of this activity be a better understanding on the part of the pupils of human relationships; will the children be kinder, wiser, more sympathetic and tolerant in their dealings with others? The happy, effective, cooperative life becomes itself the *big project* of the teacher. Possibly, to the children, the dramatization of a story to entertain another grade is the big aim; probably their only reason for writing the Kiwanis Club is to try to interest the members in much-needed playground equipment. But the project can be called worth while only if, as a result of the work, the group is learning how to live together, how to give and take, and to consider the needs and feelings of others.

Does the activity grip pupils? A second precaution to observe is: Make certain that the assignment is of intrinsic interest to the children. The ideal situation exists when the pupils propose or suggest the next lesson or activity as well as the method of attack. Here we have unadulterated child-purposing. The planning, executing, and judging of the work will naturally follow. For in the degree that the child purposes, in that degree he thinks intensely and constructively.

However, it is not necessary that the child suggest the activity or project. The initial plans may be presented by the teacher. *But the children must accept her plans as their own.* They must be as keenly interested in working them out as if they had originated them. The factors or conditions which will make every suggested activity genuinely gripping to the children are those

which stimulate and furnish an outlet for the child's inner urges. If the impulses, special abilities, and habits are given an opportunity to function, if interest-scope, interest-span, and physical conditions are considered in the planning, then the teacher may be sure her suggested activity will meet with the approval of the group and become in reality the children's problem.

Is the activity practicable? Children will often propose activities and enterprises beyond their power of successful realization. They are carried away by their immediate plans and do not stop to ask, "What will this lead to, what background does it necessitate, what processes are involved, how much time will it take, what will be the probable cost, shall we be able to complete our work?"

For example, a certain sixth grade became enthusiastic over a planetarium which was elaborately diagramed and illustrated in the *Scientific Monthly*. The children proposed to make one for their room. They certainly needed it. Unfortunately, they were permitted to begin before thinking their plans through. Within a few days it was evident to the majority of the pupils that they could neither make nor buy in their small city the several cogs, wheels, and levers suggested in the magazine. Further questioning on the part of the teacher showed that only two or three members of the entire group understood the principles of the mechanics involved. To complete such a project would have meant a mere parrot-like reading and following of directions and diagrams. The educational worth of the results would have been nil. There could be no growth in planning and technique of attack, since the basic principles were not understood; nor could there be development in judgment, since the only possible criterion for them would be, "Well, it worked; but I don't know why." In short, one of the first questions that the pupils should learn to ask about an activity is, "Is this activity practicable? Can we carry it through? Are resources available?"

If the pupils could be led to see the need of standards for evaluating their projects, if they could be guided in the successful use of these standards, probably the evaluating process would be the

most fruitful of all the results of the activity, since the pupils would be purposefully practicing, "judging," which is so necessary in all of life's activities.

Does the activity lead to related activities? Another question that the teacher and the children should have in mind is, Does this proposed enterprise lead on to other allied activities that we could realize? When this specific activity is completed, is the door closed for further study along that line, or do a number of wholesome and closely related problems follow in its wake?

A certain sixth-grade teacher of Booneville, Missouri,[6] began to visualize how other subjects in the curriculum could be enriched and vitalized through the leading on and branching possibilities inherent in a prescribed bit of local history. It was here that Daniel Boone had lived for a while; near here were his Salt Licks where he had killed many a deer. Talking over the pioneer days with some of the old settlers and the custodians of relics at the Court House proved that the county history fairly oozed heroic achievements in industry, commerce, mining, farming, and Indian fighting. From the study of what hitherto had been a dab of local history came the study of the life story of Daniel Boone and the early settlers. The whole problem of the development of the Mississippi Valley—which was in fact the stated semester's history course—now took on a new meaning for these children. And why? Had not Boone been the leader? Were there not successful and proud descendants living right there?

But the study of the life of the people could not be divorced from a study of the country with its soil, rivers, forests, rocks, game, vegetation, and climate. Thus the semester's geography was linked with history; and never had this subject held such rich meanings for those children. Reading as such, in fact all subjects as such, were dispensed with. But subject matter was better learned than ever before, because it was studied in connection with a vital need. Pertinent stories in readers, back numbers of

[6] Many cities do not have such a rich historical background, but there are surely community interests in every locality with which units of work could be linked.

old papers, incidents carefully and almost sacredly preserved in personal letters were read and discussed, as were bits of rich reading material found in legal documents of long ago. Arithmetic was not neglected. Problems based on a comparison of the economic conditions of Booneville 150 years ago and now furnished many real situations demanding accuracy, since such data were to be included in the local history which the pupils planned to publish.

Is the activity closely related to the course of study? Until there is developed in the school system a curriculum of growth experiences which is accepted by those in authority, it undoubtedly will be best to make certain that the activities incorporate the main outlines or points in the prescribed course. The standards of perfection or yearly goals of attainment in the particular curriculum should be realized. When one unites the traditional subject matter of many of our courses of studies and textbooks with life activities on the children's levels of interest, he vitalizes learning. The accomplishing of the formal goals for the year becomes easy. A year's work may be done in half or two-thirds the time. What is more, there will be time to learn many other closely related knowledges, skills, and habits as well as attitudes which lead to growth in character.

The teacher who directed the activities in Grade VI cited in the preceding pages could have taught reading, writing, arithmetic, drawing, oral and written composition, handwork, manual arts, music, history, and geography strictly as such, and taught them in isolation, each lesson and recitation having no connection with the others. But fortunately for the children and for civilization, this teacher went through the textbooks and course of study, sifting and selecting pertinent parts, and finally unified all these isolated bits into a creative activity. These activities gave the child an outlet for his intellectual and instinctive urges. In wholehearted purposing and successful doing he learned many things. The narrow, meager, formal goals of the course of study were realized; more than this, the outline of work was covered in a way that appealed to the children, because it was translated into living.

Does each activity cover an appropriate amount of time? Advocating that each unit lesson or activity be given appropriate time for its purposing, planning, executing, and judging is just another way of suggesting that the semester's or year's work be carefully planned before school begins. In no other kind of teaching is so much thoughtful planning and guiding on the teacher's part necessary. When the lesson consists of the next page, chapter, or list of problems, little planning is required. The author of the text has done it. Little guidance is needed, because the pupils are not interested in novel ways of putting over the deadening routine. But when one vitalizes subject matter through creative activities, careful outlining is essential. It is very easy for teacher and pupils to become so enthusiastic over a piece of work that they lose all sense of the relative value of time and the activity. The year's work is not covered, and thus the pupils are handicapped in succeeding grades.

The members of a certain fifth grade were reading the story of "Ali Baba and the Forty Thieves." Some one suggested that they try to dramatize it; and the project grew. The dress, customs, life, music, and dances of the Arabs were studied. History, geography, language, music, art, and handwork were all correlated with their reading. The children re-wrote the story in dramatic form and prepared to present the play to the public. For two nights it was produced in the high-school auditorium. Large audiences attended; the performance was exceptionally well given. It was evident from the pupils' costuming, stage setting, oriental furnishings, and especially their desultory way of acting and speaking that they had accurately interpreted Arabian life. That this activity was fruitful in the extreme none would deny. But it cost ten weeks of effort. Was such an expenditure of time justifiable? This particular production was an experiment for both teachers and pupils. Doubtless, if the teachers who sponsored it were to voice their opinions, they would say that by careful planning the same work could have been done in one-third the time.

Such instances emphasize the need of careful planning of the

activities in relation to the prescribed course of study. Teachers and pupils alike should learn to ask themselves such questions as "How much time can we afford to give to this activity? Will the results be worth the time and effort spent upon it?"

In What Ways Does the Creative Activity Aid in Appreciation of Law?

One of the first needs of America is a wholesome appreciation of the value of laws. Too frequently they are scoffed at and flagrantly broken. The prevailing attitude is that law restricts, inhibits, and thwarts. How might this generation of children learn to appreciate the true significance of law? Creative activity is replete with opportunities for the realization of the protecting, liberating aspect of law. Many children get their first wholesome attitude toward law through their classroom projects, for they find that they must comply with law, make it their ally, if their cherished plans are to materialize.

Coe[7] mentions six laws that children may learn to appreciate in creative enterprises: natural law, teacher-made law, economic law, statute and common law, moral law, and ideal law. Teachers should help the pupils recognize the working of these laws and the importance of making them their allies.

How natural law functions in the activity. Natural law intervenes in nearly every project situation. Children attempt an enterprise whole-heartedly, only to have it fail disastrously. Some physical, physiological, or psychological law of nature was not reckoned with. The crash came when victory was most expected. The board split when the final nails were driven; the dye ran; the fabric would not wash; the wood would not take varnish!

Some little folks in Grade I were making a circus. They planned a parade with a long line of paper cages on wheels. In each cage was to be some fierce animal which they had cut out and colored. The teacher was to play the victrola record, "The Circus Day Parade." But alas, just as the parade began to

[7] George A. Coe, *Law and Freedom in the School* (Univ. of Chicago Press, 1924), pp. 11-12.

move, it collapsed. The paper used in making the wheels and corners was not stiff enough. The parade was a wreck! Under the guidance of the teacher, pupils should learn to ask themselves whether their plans are possible of fulfillment. Children will soon learn that only in the degree that the working of natural law is considered, in the degree that they recognize and employ the laws inherent in their undertaking, will success attend their efforts.

How law (decisions) made by the teacher functions in the activity. Occasions arise when the teacher's command must be law. Children have not the background to see the far-reaching results of their plans. It may be that the physical examination has revealed bodily defects which make certain favorite sports prohibitive; it may be that a much-despised diet is necessary. A certain group became intensely interested in a unit of work. So enthusiastic were the pupils that they wanted to spend every available spare moment at their projects. The noon hour was being used, the recess period, and an hour or more after school. Finally, the teacher realized that she must interfere; so she asserted her authority by saying that every member of the group *must* take some time for outdoor activities. While the specific project was a purposeful, worth while undertaking, calling forth initiative and imaginative powers, yet the teacher in her superior wisdom realized that undesirable by-products might follow.

How economic law affects the activity. The boys and girls in a certain grade became intensely interested in raising early vegetables in their school garden for a city market some forty miles distant. When their products were ready to market, they discovered to their dismay that the gardeners living on the outskirts of the city not only raised earlier vegetables but, because of their location, supplied the market. When the pupils had paid transportation charges and a commission for selling and had sold at the prices of the nearby gardeners, their profits were gone. In fact, they did not even pay expenses. The project was a failure. Neither teacher nor pupils had thought it through and foreseen how economic conditions might affect their results.

How statute and common law affects the activity. In some

schoolroom activities the pupils have a splendid opportunity to see how the statute laws are really contributors to freedom, success, and happiness. In a certain consolidated school in a section of the country where red foxes are still quite plentiful, the boys conceived the idea of trapping them two or three months before open season. They needed Christmas money. Of course the law said, "No hunting and trapping until January"; but as long as they were not caught, what did it matter?

The teacher suspected that the hunting law was being disregarded. In order to bring the matter up for discussion and to vitalize the work in arithmetic, she raised the problem, "How can the children in this community earn their own spending money for Christmas?" A dozen different ways were suggested, trapping among them. In the discussion it was brought out that hides of foxes caught in the fall sold for two and a half or three dollars, while those caught in the winter sold for from ten to fifteen dollars. Here was some real arithmetic material. Some boys said they caught as many as eight foxes a year. The pupils figured on such problems as "Would it pay to borrow money for Christmas from the bank at 8 per cent interest for two or three months and trap in season when hides were worth more?"

Through such means the pupils realized that they were foolish and short-sighted. They came to see that the statute law which they had considered a tyrannical restriction was rather a common-sense solution to the problem. They sensed for the first time that there was a reason back of this law; and they began to wonder whether it were not possible that people would be more successful and happy if they observed the laws of their community.

How moral law functions in the activity. Children are sometimes helped to appreciate the significance of the moral law through their schoolroom activities. A fifth grade had always made some contribution to the needy of their city. The class had suggested that the old ladies in a near-by home be invited to their Christmas party and presented with gifts. One girl protested strenuously, saying that she was tired helping the shiftless

poor, and suggested that they spend the money to give a party for their parents. A heated discussion followed. Finally, a representative committee was appointed to investigate the needs of this particular home. The girl who opposed the plan was named on the committee. When the report was made to the group, this same girl recommended that they do much more than they had planned, and painted the picture of the ladies as she had seen them, ending her appeal by saying, "We really ought to do more." Thus, through a classroom activity, did these children wish upon themselves responsibility that called for sacrifice. They felt the urge of "ought to" in service.

How ideal law functions in the activity. There is yet another law which is above all other laws, namely, the law of the ideal. Men and women who are guided by this higher law are lifted far beyond the legal limitations, demands, and obligations of statute and common laws.

The VI A and VI B sections in a certain school were engaged in friendly rivalry in spelling. Daily the teacher graded both sets of papers. At the end of the month, her marks showed that VI A had won by two points. But one of the boys who was a member of a committee to re-check all papers found that for two days in succession a mistake had been overlooked on his paper. The other members of the committee had not noticed his error. Why should he mention it? Had not the teacher been the judge? It was her mistake. Had not his section already received the banner and with much ceremony planted it on their side of the room?

The problem troubled him for several days. Then he called his section together secretly and asked the group what to do. The majority argued as he had been doing, "It is not our business to judge and decide. The teacher made the mistake; why should we embarrass her and make a fuss?" A few more days passed. Finally, the lad with two or three others boldly declared to the group that, regardless of who made the mistake, it was not square to take honors that were not earned. The boy's idealism leavened the group. The entire class felt that a great victory

had been won. Here was the pull of the ideal, reaching out and beyond the confines of mundane laws. Would school life be complete without projects that made possible and entirely probable such important by-products?

Conclusion

1. The well planned assignment takes cognizance of the probable wide variance between teacher's and pupils' aims and is so made that both may be realized.
2. The specific assignment aids in the development of good study habits, thus reducing failure and its attendant maladjustments.
3. Through the elastic assignment, the child finds satisfying outlets for his special abilities which will result in his being more disposed to make wholesome social adjustments.
4. Thus every assignment which is both specific and elastic is a potential factor in character development.
5. Creative activities which are both specific and elastic provide practice in the virtues necessary for successful group living.
6. But the success of many of the child's enterprises depends upon his ability to use readily and accurately certain fundamental knowledges and skills. The creative activity alone does not give sufficient practice in these basal facts to insure their mastery. Hence there should also be provided diagnostic drills wherein each child practices upon and conquers his specific difficulties.
7. Teachers and pupils should not neglect the opportunity for development which is to be had in the evaluation of suggested activities. Children should early learn to judge the worth of a proposed enterprise by applying specific criteria.
8. Many creative activities are invaluable because through them the child learns the true function of law and learns to make it an ally.

Special References for Chapters I-IV.

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SECTION II

HOW DOES THE CASE STUDY METHOD OF HANDLING INSTANCES OF MALADJUSTMENT EFFECT GROWTH IN CHARACTER?

CHAPTER V

THE RELATION OF THE CASE STUDY METHOD TO CHARACTER BUILDING

It is estimated that annually three hundred thousand adults enter our jails and penitentiaries as inmates, the period of their incarceration varying all the way from a month to life. In ten years three millions will have been admitted to these penal institutions. The vital questions for teachers and parents is: Where are those three million future inmates today? There is only one answer: they are in our homes and schools. They are criminals in the embryo. Why? The chief reason is that they are daily making many maladjustments to their life situations. Probably 97 per cent of these potential criminals could become good citizens, if teachers, parents, and communities realized the significance of helping children make wholesome social adjustments to their many perplexing life problems. Unless children are wisely and sympathetically guided in their reactions to their life experiences, there are built up wrong ideals, notions, and habits of response which will always be hindrances, and in many instances will result in violence in later years.

Suicides in our high schools, colleges, and universities have not decreased during the last half decade. Thousands of students in the adolescent and later adolescent periods have some peculiar quirk of mind or abnormality, which subtly but nevertheless certainly, preys upon their nervous systems, causing mental deterioration, moroseness, and failure in school work, as well as a wretched existence. Some of our ablest psychologists and psychiatrists have felt the challenge of this problem and are cooperating with the high school and college faculty advisors, sponsors, and deans in an attempt to mitigate this condition. Numerous records are on file where a high school or college student's grade jumped from failure or just passing to that of excellent within

a semester, simply because some understanding teacher, sponsor, or dean took time to help that student analyze himself and his problem. What is at once both surprising and hopeful is that in the vast majority of cases the cause of the mental quirk was some "fool notion," incident, or situation that the student could be helped to live down, forget, even laugh at.

Probably thousands of mean things would not be said and done daily by adults had childhood been a time of learning to make happy, sympathetic, wise, and thoughtful adjustments to their several life situations. But these adults, when children, had impulses that were not directed or restrained; hence self-control, fair play, and feeling for others were never sufficiently developed. Life, in their youth, was a series of wrong adjustments which accelerated growth in hysteria, introversion, melancholia, and inferiority complexes. These now in maturity have become habits and attitudes difficult to overcome. Youth is the time to help the adult most.

How a case of maladjustment was handled. Eddie was a very active, healthy, clever boy of eleven years, who owned the only baseball, bat, and glove in his grade. For a few days he and his friends played happily together. Gradually he began to realize what a leverage of power he had over his playmates by virtue of his sole ownership of the play property. At this point whatever native or acquired tendencies he had of selfishness, self-assertiveness, bullying, and unfairness came to the front. Unless the other boys let him do all the pitching, bat out of turn, run wide the bases, and boss the whole game, this young tyrant would gather up his property and end the game. For some few days the boys yielded after a few minutes of wrangling. Finally, his tyranny became unendurable, a fight ensued, and the matter was brought before the teacher.

It required the better part of two whole English periods, two days in succession, before this perplexing situation was cleared up satisfactorily for all. The teacher made the solution of the problem a class project. These three questions were asked: (1) What is wrong about this situation? (2) Why is it wrong? (3)

What are you going to do about it? Little progress was made the first day because Eddie was too angry to talk or reason. But the questions were put, the facts in the case boldly and clearly set forth, and the way paved for answers to questions (2) and (3). The boys were told to consult their fathers and some of the high school athletes as to what would seem an honorable and fair settlement.

An old pioneer of the district "incidentally" visited the school the next day. In the geography class he related some stirring incidents of group loyalty and examples of splendid cooperation that existed in early pioneer life on the plains. In the English period the second day, it was generally agreed that when boys quarrelled *no one* had a good time, the game was held up, and mean things were said and done. Thus the second question had been answered. Then Eddie rose and said he had been "yellow" and that he was sorry. A general spirit of forgiveness prevailed. The third question was answered when a set of rules for handling disputes in the future was drawn up and agreed to by the class. That evening saw the boys playing together with great gusto. Never again during the rest of the year did an uncompromising break occur, although at times play was suspended as the boys evaluated the point of dispute and recalled the rules they had all subscribed to some weeks before. (There is an incalculable value in pupil-made rules. Boys and girls will respect them, whereas they often have little use for a system of control handed down from above. Cases like this should be handled in the daily home room or citizenship period; but such periods were not the vogue in this school.)

In the majority of schools, hardly a beginning has been made in discovering and utilizing as a most promising source of character rectification, the life situations of children at each age level. A true cross-section of a child's real character probably can be seen in no better way than in some life situation in which he is vitally concerned. Here one sees the child in clearest relief at his worst or at his best. What an opportunity for diagnosis and better understanding!

How a case study investigation was conducted. The value of the case study method in character building can best be appreciated through a critical analysis and evaluation of a recent investigation on "Case Studies as a Worthy Technique of Approach in Building Character." In this investigation the authors had the cooperation of 915 teachers, who were, at the time, taking an extension course in Character Education. The form for reporting the cases (shown on pages 113 ff) was worked out in class. It is not submitted as an example of the best form possible, but rather as one that answered the purpose very well in this study. It will at least be suggestive. The teachers used for their laboratory subjects troublesome disciplinary cases in their several rooms. The number of individual life situations or cases reported is 2,442, the number of group cases 230, making a total of 2,672 cases. The results of this study will point out clearly several remedial measures that can be employed with fair expectation of success in character building. The ranking of the frequency of certain types of delinquency is not given as a probable standard. For example, in the nine school systems theft was the most frequently reported case. Disobedience was next in frequency. This study covered a period of only three years. Possibly a more extensive one would place other undesirable types of behavior with a higher frequency. The frequency ranking certainly varies from grade to grade.

Nevertheless, the form ought to be of some service to the busy classroom teacher, for three reasons. (1) The form will furnish a suggestive, workable outline for studying and remedying certain disciplinary cases. (2) The several types of undesirable conduct listed will cover the majority of cases in all schools. (3) The several suggestions as to probable causes, best techniques of approach in diagnosis, as well as procedures that were most remedial in their nature, constitute the best judgment of over nine hundred teachers, in whose laboratories (their own classrooms) the prevailing psychological theories of character education were tried out.

A Case Study of Unbecoming Conduct in Children

Theft.[1] A very careful study and diagnosis of the causes which prompt children to act or behave as they do is often one of the best ways to help them improve their conduct and character. This manner of studying might well be called the case method. Will you cooperate with hundreds of other teachers in making a case study of unbecoming conduct as you see it in some individual or as you find it in your group as a whole? Study the questions and suggestions below very carefully. They may help you determine the causes and remedies for the ill-conduct that you observed either in your group or in some individual. In either instance, study the problem carefully, patiently, and sympathetically. Please record specifically the results of your attempt in changing conduct, whether you succeed or fail. Will you also please report several crises that you have met and solved successfully with both the individual and the group.

General Information.

Age...8..... Grade.....II..... Sex.....Female.....

Intelligence I. Q.—101 { Below / Average / Above

School Achievement in General { Below / Average / Above

Special Aptitudes or Abilities—Dramatization
Failing in what subjects—Arithmetic

Physical condition { Defects due to.....None..... / Health now.....Good.....

Emotional and Temperamental Status { Extrovert / Introvert / Ambivert / Nervous / Stolid

Home Life { Below / Average / Above

Community and Neighborhood { Below / Average / Above

Teacher.....

[1] A verbatim report of a case study.

Date: March, 1926.

Specific Information.

(NOTE: In answering the questions below, please fill in the blanks and underline the suggested answers. Blank spaces have been left at the end of several questions. Will you please add suggestions?)

I. (a) Life situation reported.

One morning a second-grade girl brought me a silver spoon which she said had been given to her by another second-grade girl, whom I shall call Mary. She said that she had taken the spoon home but that her mother made her bring it back and told her to give it to me. She further stated that this girl had given several other pupils spoons at the same time. I asked the girl if this was the first time that Mary had given her anything. She said that it was not the first time that she had given her anything but that the other things were not worth much. They included such things as pictures from papers, advertisements, etc.

I was very much puzzled, since I knew that the girl was very poor. She never had even pencil and paper, unless I gave them to her. I told the other children to bring back the spoons; and when I had collected them I found there were seven silver spoons, all of the same design. I then began to question Mary. I asked her where she got the spoons. She replied, "I found them in the road." When I asked her just where in the road she changed her statement and said that she found them somewhere else. I called my principal into the consultation and various questions brought us to the conclusion that Mary had not told us the truth. Without Mary's knowledge we asked her brother in the first grade if he had ever seen those spoons before. He said, "Why, yes, those are Grandmother's spoons. They stay up on top of the safe." Mary later admitted that they were her grandmother's spoons and that her grandmother had received them as a present from one of the merchants in town.

My principal and I decided to visit the home; and we found the worst environment imaginable. The grandmother, who keeps the children, is forced to leave the children alone through the day while she

goes out to work. Dirt and filth were present everywhere; and investigation brought out the fact that the children often went from morning until night without food. The grandmother, herself, presented a very unkempt appearance. She was very dirty, and a ring of tobacco juice encircled her mouth. We asked her if the children had ever attended Sunday School and she said that they had not. Before we left, she promised us that she would send them; so far she has kept her promise, for Mary has been enthusiastic in telling me about going to Sunday School.

(b) How it came about.

Mary seemed to be seeking the friendship of girls who were in a higher sphere socially and thought that she could secure it through presents.

II. Did it ever occur before? Yes. When? Several times.

III. What new ideas and habits were lacking which made the needed adjustment difficult?

The child seemed to have no idea of truthfulness and no concepts of right and wrong. She wanted social equality and prestige and was willing to do anything to satisfy her ego.

IV. How do you account for its being hard for the pupil or pupils to see and to do the right?

1. It was a new experience.
2. Past environment had encouraged or tolerated the wrong.
3. Wrong attitude and habits along this line had been formed from associations.
4. Moral concepts of the significance of this act were lacking.
5. Was naturally impulsive and emotional.
6. Environment of self-control and responsibility lacking.
7. Was pampered, petted, spoiled.
8. Had not been taught to think and reason out life situations.

V. How did you get the pupil (or pupils) to make the special adjustments?

1. By discussion. What points were brought out?

The child needed to be taught that there is a moral

standard which, when lived up to, will make for the betterment of mankind.

2. By appeal to reason, honor, pride or the spirit of fair play.
3. By coercion. What kind?
4. By letting him (or them) work it out after your discussing with them the moral concepts involved.
5. By having him (or them) consult others.
6. By making it a group project.
7. By calling attention to rules or a group creed violated.
8. By reading material or a study of pictures.

(Added by the teacher)

9. Showing her kindness and helping her in every way I could to overcome her bad habits and to form the right kind.
10. By making satisfaction attend her efforts at self-improvement.
11. By giving Mary the leading roles in dramatizations, and placing her in responsible positions in the home room. In both instances she excelled and won her cherished standing of social equality with the group. Her ego was saved.

VI. Which of the ways underlined do you think were most effective?
Nos. 7-11.

VII. (a) Could the desirable changes in conduct which resulted from this situation be strengthened in (1) home, (2) school, (3) church, (4) community? (Underline the most pertinent ones.)

(b) Explain fully in each instance.

I am confident that kinder treatment and more appeal to reason in the home rather than so much whipping and "scolding" would do much to strengthen desirable changes in conduct. The grandmother told us that she had whipped and scolded Mary a lot but that it didn't seem to do any good. I imagine the child had been whipped so much that she didn't know what she was whipped for, and hence had not associated whipping with wrong doing.

The school must show Mary that only truthful, honest men and women can succeed in the world; and her efforts to acquire these virtues must meet with such success that desirable bonds will be formed and the old undesirable bonds weakened until they become useless.

The church can help make Mary a desirable citizen by giving her the Bible and the teachings of the greatest of all Teachers, Jesus, The Christ.

The community can strengthen the desirable changes in conduct by making her feel that she is a part of the community and that she has a share of the responsibility to assume. A child who is ostracized by a community will never be a help to the community.

VIII. Results obtained.

1. Kind { success / partial success / failure }

Two or three times Mary has not told me the truth since this incident and once she brought blueing from home and gave to a girl, but every time she has acted as if she were sorry and it is not hard to see that she is trying to stop. I feel greatly encouraged and I believe, if she continues to get the support of those about her, that she will eventually overcome her bad habits.

2. Reasons for the kind of results obtained. Please explain fully. (IV and V may be suggestive.)

I attribute partial success to the fact that Mary does not have concepts of right and wrong and that, since these must come from experiences, she must have several experiences which are attended by satisfaction or annoyance before she will form the proper concepts. She told us frankly that she didn't know she was doing wrong. Moral concepts were lacking, as well as an environment of self-control and responsibility. She had not been taught to think and reason out life situations.

3. Changes in method of approach that you would make next time.
4. If you succeed, what reasons can you give that there was a growth in character, namely, that the right choice will likely be made next time? Answered above.

IX. Underline the following virtues that you think were brought out in clear relief and strengthened in this life situation:

1. accuracy 2. altruism 3. ambition 4. appreciation 5. chastity 6. cheerfulness 7. courage 8. cleanliness 9. determination 10. enthusiasm 11. forgiveness 12. thrift 13. cooperation 14. courtesy 15. democracy 16. dignity 17. sincerity 18. faithfulness 19. kindness 20. honesty 21. idealism 22. imagination 23. industry 24. initiative 25. patience 26. punctuality 27. reverence 28. temperance 29. tolerance 30. neatness 31. thinking 32. safety.

X. Underline any of the following means which would be of most help to you and the pupils (or pupil) concerned in solving this and similar problems:

1. Plenty of good reading material for the child.
2. More parties or social gatherings at school.
3. More guests of the child (or children) in the home.
4. Greater consideration from parents and teachers for his (or their) ideas.
5. More music, tools, playthings, pets, and outdoor games.
6. Regular sleeping hours.
7. Better food.
8. Better associations.
9. More knowledge of child life on the part of the teacher.
10. More knowledge of child life on the part of the parents.

XI. If you are reporting an individual case, or that of a few "ring leaders," please underline those factors in the following list which, in your judgment, influenced this pupil's or his chum's character.

1. Too many presents.
2. Petted and spoiled.
3. Delicate.
4. The only child.
5. Impulsive or sulky by nature.
6. Few books to read or read to him.

7. Few friends invited to his home.
8. Too few pictures, tools, playthings.
9. Has played much alone.
10. Too much with adults.
11. Little opportunity for self-expression.
12. Allowed own way too often.
13. Has been teased or humiliated.
14. Has no chores around the home.
15. Is not taught to like them or to do them.
16. His feeling and ideas have not been respected.
17. Did not go to church or Sunday School.
18. Spends his Sundays in questionable ways.
19. Has been pushed forward too much, resulting in boldness.
20. Has been held back too much, resulting in timidity.
21. Picks up vulgar expressions readily.
22. Fails in his school work.
23. Goes to too many movies.
24. Had bad associates.
25. Is not interested in such organizations as Boy Scouts, Girl Scouts, Band, Orchestra.

Remarks:

What Is the Significance of the Headings in the Case Study Form?

Under the caption, "General Information," are given the necessary data concerning the child. (Page 113.) All of these items, save the last two, are of vital significance in diagnosing and setting up a remedial program. If we were as thorough and painstaking in securing all the pertinent facts incident to children's delinquencies as the court is in the case of adult delinquencies, we should go far toward reducing failure and crime in adult life. Let us examine these headings, to see how they contribute to an understanding of the case.

Age and grade. The child's chronological age and grade classification may be at such variance as to make him a misfit socially. Witness a fifteen-year-old boy in the fourth or fifth grade. Under such conditions one would naturally expect serious cases of social maladjustment. The child's over-agedness would

be an almost certain cause of humiliation to him. Many cases are on record which show that serious maladjustments were remedied by letting a retarded pupil work with a group near his own age. It costs no more for a pupil to sit in Grade IX than in Grade VII, and he might not learn less, even of the academic subjects.

Sex. A study of the types of delinquencies ranking highest for each sex furnishes no little guidance to teachers who are keen in anticipating disciplinary problems. In some instances the technique employed in diagnosing and remedying differed materially for boys and girls.

Intelligence. The degree and kind of intelligence of the delinquent child is often the causal factor in his behavior. Not all problem children are dull. Some of the most serious of the 2,672 cases reported were children of superior mentality. In far too many instances the bright children are the neglected and really retarded ones. Not having enough challenging work to do, they employ their sharp wits to foment trouble, either directly or indirectly.

The so-called dull child is often a problem because he is failing. He should be given chances to excel in those kinds of work in which he is gifted. When a child feels himself a failure, he often seeks some means of saving his self-respect. He, as well as the bright child, yearns for the limelight. Too often the slow child seeks and finds the "spot light" of attention through infraction of rules and through petty crimes.

But dull as well as bright children can find many outlets for specific abilities which will bring them satisfaction, provided the course of study and method of presentation are made to fit the child, and not *vice versa*. All children, unless they are imbeciles, will make improvement in conduct largely in the degree that they are afforded frequent opportunities to choose and are judged sympathetically for their choices.

School achievement in general. The school achievement of the child operates as a significant determiner of his behavior. The experimental data reported in this and the succeeding chapter

show that the child who is failing in his school work is usually a disciplinary problem. Helping such children to succeed in their school work is often a most effective means of handling disciplinary problems. Within a semester there has often been a complete reversal from bad to commendable behavior when children who were failing were helped to attain the standard achievement of their grades through special coaching and how-to-study drives.

Special abilities and aptitudes. No one who is trying to help a delinquent child can afford to overlook the special aptitudes and abilities, peculiar tastes and temperament, which he possesses. Often the child is suffering from a sense of inferiority. He needs to be shown his points of strength. He needs to be given opportunity to excel before his classmates. In a group of children of about the same level of intelligence, the superior abilities and skills which one child possesses save him from feelings of inferiority when he beholds himself inferior in other abilities and skills. But it is not so in a group having varying levels of intelligence. The child of lower intelligence suffers because he is not conscious of possessing any superior abilities. The teacher's job is to find some skill or some situation in which this inferior child can excel. He must win, even if the teacher has to set up a situation which makes victory possible. When once the child tastes victory, confidence returns, interest in life is renewed, and mischief ends, because he is busy with worth-while achievements that bring him satisfaction.

Failing in what subjects? Teachers, in using the case method, have found that disciplinary problems frequently arise at the time the child is studying, reciting, or being tested over the subject in which he is failing. Teachers who are skillful in selecting and presenting the subject matter in such a way that each pupil feels himself achieving have reduced such disciplinary problems to nil. Psychiatrists are generally agreed that many of the maladjustments of children result from their being worsted in the conflicts with their daily life situations.

Physical condition. The physical condition of children cannot have too much intelligent attention. Physical defects such as

birthmarks and physical deformities, whether inherited or the result of some disease or accident, certainly are among the causes of feelings of inferiority, jealousy, moroseness, and introversion. Defective teeth, tonsils, and eyes, as well as adenoids, rank among the first causes of social maladjustment. The positive relationship between good health and good behavior is of course appreciated by all teachers. Often the foundation cause of low scholastic achievement, as well as of emotional displacement, is some physical defect or a delicate state of health.

Emotional and temperamental status. The emotional and temperamental natures of children are among the most potent factors affecting behavior. One would not treat the bad behavior of a nervous and impulsive child in the same way he would treat that of the calm and lymphatic child. The extrovert or outwardly-expressed, bold child certainly needs different treatment from the supersensitive, inwardly repressed, introvert child. One of the great crimes of the centuries has been that of teaching, treating, directing, and disciplining children as if they were all alike; as a matter of fact, the two most unlike creatures of any one species are two children.

Home life. Any teacher is made more sympathetic, and certainly more intelligent in her treatment of delinquent pupils by a thorough knowledge of home conditions. Is it a home of peace or war, self-control or hysteria, respectability or scandal, honesty or dishonesty, culture or sordidness, sufficiency or poverty, intelligence or ignorance, education or illiteracy, democracy or autocracy, consideration or selfishness, love or indifference? Let us remember that the child spends his most impressionable years—the first five or six—almost entirely within the home. The marks or the stains which this home environment make are indelibly impressed upon his life and are probably never entirely erased. In some cases it may be that the child needs human love and patience more than he needs food and clothing. It may be that he needs directing to a paying job after school and on Saturdays, instead of directing to the principal's office for reprimand and sentence. Cases of theft, dishonesty, and lost self-respect have

been eliminated entirely by teachers who knew the background facts of the home life and prescribed remedial measures accordingly. A description of each child's home life on his record card would probably be most valuable data.

Community or neighborhood conditions. Frequently the child is exposed to dual standards—namely, those upheld in the school and those condoned and practiced in the community. When the neighborhood and the school are at variance in their ideals, wholesome character growth among the children is hindered. The teacher must know the customs and accepted practices of the child's parents, those of his older brothers and sisters, and those of his "alley gang" associates, in order to set up counter organizations and discussions, both within and without the school, that will eventually carry the day.

Specific information.

I. Life situation reported.

The analysis of over 2,500 cases reported in this investigation showed that some teachers neglected to record all the pertinent data. Full and accurate accounts of all relevant facts are needed if pupils are to be helped to make satisfactory adjustments. Again, full reports will prove invaluable to the teacher who wishes to use the data from her case studies in developing a technique for diagnosing and remedying future disciplinary problems.

For example, simply to report "a case of racial jealousy between two boys" is far too meager. Rather should it be reported in some such manner as the following:

(a) Life situation: *Racial Intolerance or Jealousy.* Tony, an emotional Italian boy, waved a dollar bill before Louie, a forward Jewish boy, during a freshman class rehearsal, saying, "See, the Jewish flag!"

(b) How it came about: Tony's exhibition of enraged jealousy and lack of self-control happened at the point in the play where Silver King, the Human Horse, (operated by two boys inside) as a part of his performance was to recognize the flag of any nation. Louie's part was to step, presumably from the audience, and

ask Silver King to pick out the American flag from a group of eleven. This, to the children, was the most thrilling and important part. Tony felt that it gave Louie undue prominence; so he rushed to the platform, dramatically waving his dollar bill in the face of Louie.

II. Did it ever occur before? When?

This item is included so as to determine whether the break was habitual or impulsive. The procedure of rectification would differ according to the answer.

III. What new ideas and habits were lacking which made the needed adjustment difficult?

Under this caption should be written the virtues, *i. e.*, habits, notions, and ideals that needed to be practiced. The data ought to be *specific, pertinent*—not a string of glittering verbiage. For example, some such statement as the following is definite: Tony's ideas of racial tolerance were undeveloped. He was lacking in sympathy, self-control, and the practice of the golden rule.

IV. How do you account for its being hard for the pupil or pupils to see and to do the right? (See page 115 for factors included under this heading.)

Moral concepts lacking. This factor ranked highest of the eight in the judgment of the 915 teachers. In many cases, the child did not realize that he had done any wrong, at least not anything very bad. His parents, guardians, and street companions practiced a code of morals entirely foreign to that upheld by his teacher. He knew and acted out merely what he had been exposed to at home and on the streets. It is evident that the supplying of right moral concepts is incumbent upon the school and will become more and more so. These concepts, like all others, should properly come from the child's own experience.

Unwholesome environment and bad associates. These ranked second and third, respectively, in frequency of mention by teachers. To evaluate the influence of the child's environment and associates upon his conduct requires considerable accurate knowledge of his life outside of school. This information is in-

valuable. Often, to know all is to forgive all. How can one deal wisely and sympathetically with a problem child, unless he has a true conception of the child's home and community life?

Lack of training to think and reason out life situations. This was the fourth most frequently mentioned item. Since too often the people at home neither know how nor are disposed to teach the child how to think through his perplexing problems, it falls upon the school to provide many situations daily wherein the child gets practice in solving individual and group problems intelligently. All forms of pupil-participation in government, home-room activities, making the school life the children's project, afford the child invaluable situations for thinking and reasoning. Would not this sort of training be comparable in importance to training in arithmetic and handwriting?

Lack of self-control; the spoiled child. These ranked fifth and seventh, respectively, in the teachers' estimation. They make heavy demands upon knowledge of the child's home training. If personal visits are not advisable, the data ought to be gathered by the visiting teacher, nurse, or truant officer. This information should be in the mind of every teacher before she attempts rectification of the wrong. Self-control is a matter of habit. Children coming from irresponsible homes, where they are petted, pampered, and spoiled, or from homes in which hysteria and outbreaks of temper are common, need to be given positions of responsibility in the school that will help them overcome the handicaps of such an environment. Many opportunities to practice self-control with satisfaction will help such children. When the holding of an enviable office requires self-control, the child will try hard to prove himself worthy.

Impulsive and emotional. This ranked sixth in frequency of mention. The presence of these characteristics ought to affect materially the treatment of a problem child. The emotional child will probably be very sensitive to any remedial attempt, whether it be gentle or harsh. He will probably require more consideration because of his sensitiveness, his pride, and his ideas of justice.

A new experience. This factor, although mentioned less frequently than any other of the eight, should be taken seriously into consideration by the teacher. If it is a new experience, the chances are that the child did not comprehend the factors involved, or that he acted impulsively. He is probably lacking in specific emotional "sets" and habits of control necessary to meet this new situation. He may not be old enough to generalize from past experiences, and probably he has not been taught to reason out life situations.

V and VI. How Did You Get the Pupil or Pupils to Make the Special Adjustment and Which Ways Were Most Effective? (For methods included under this caption see pages 115-116.)

By discussion. Discussion ranked as the most effective method for assisting pupils to make adjustments. Other items of much less frequency were more crucial in certain cases; but discussion was the customary method. The discussion has often been made effective by having the individual or group dispose of these questions: 1. What is wrong about this situation? 2. Why is it wrong? 3. What can we do about it? In answering these questions, the moral concepts of the child, as well as his ability to think and reason out a life situation, are seen in clearest relief.

Some teachers and principals are artists in the use of the discussion or "talk it over" method. They have the power to live again their childhood, feeling and reacting to the situation as do the pupils before them.

A certain principal of a junior high school reports that he has never failed completely over a period of twenty-two years, although the pupils in his school number annually almost 2,000. He has the heart of a child but the understanding of a wise father. He teaches the child considerable psychology and physiology in the conference. The pupil comes to feel that his unbecoming conduct is not his *real* self nor *the self by which he would like others to know him.* He soon feels that he has not played fair with his heritage, his future possibilities, or his parents, associates, and teachers. Often the conference with the pupil is postponed for a day or two, if this principal, after a few minutes'

discussion, feels that he and the student are not "seeing eye to eye" upon the proposition. Both think the situation over during the interim. Even the hardest cases in the grade and junior high school have been substantially affected within a week.

Unless reason and sympathy rule, the discussion method may produce more harm than good. Too often the teacher's or principal's harsh and uncompromising attitude is the occasion for increased maladjustment.

Appeal to reason, honor, pride, spirit of fair play. This method ranked second. Every child probably has enough of any one or all of those attributes to save him, if he is helped to learn to use them. It is the approach to the child on these points that is vital. Let the child feel that the teacher and his classmates are serious and sympathetic, and desirable outcomes follow. Having the case become a class project, wherein the delinquent child hears his classmates' notions of honor, pride, fair play, and truth set forth, is frequently the most effective approach. The private conference with an understanding teacher is often most effective in initial cases or those affecting personal respect, such as theft, cheating, and chastity.

By letting the child work out the solution. This method ranked third as an effective means of helping children to solve their difficulties. Letting the child or group determine what ought to be done in setting right a situation insures a certain amount of reflection, choice, decision, and justification, that can ill be neglected. We must have a "social conscience." One of America's greatest needs is adults who can and are disposed to think intelligently upon the complexities of our relationships.

Making it a class or group project. This method ranked fourth in frequency. It probably should rank higher; but it is new to teachers. The home room idea is as yet an experiment. Making a group project of social breaches cannot be too strongly urged. Whether it be children or adults, the social approval of one's fellows is probably the strongest force known for bringing about conformity. By use of this method, the moral concepts of all the children are broadened and strengthened. The wrong-doer is tried

by his classmates. Sympathy and justice are likely to go hand in hand. Excellent practice in judging and meting out justice is afforded. However, there are times when cases should not come up for group consideration. With a very sensitive or emotional child, and in cases concerning theft, chastity, and dishonesty, one should make certain that appealing to the group for a discussion is advisable. The group could discuss situations involving moral turpitude; but it should not, in most instances, discuss directly the actual case lest the culprit be humiliated. After all, one's self-respect is his most precious possession. When a child or adult has lost that, he has lost all.

By coercion. Coercion ranked fifth in the eight devices used for helping children make the wholesome social adjustment. It was usually used when other attempts failed. Suspending a pupil from class for the period or from school for the day is a form of coercion that often seems to get results when all other ways fail. He has time to think it over, see his error, cool down, and thus get into a mood of repentance. Coercion arrests the child in his wrong doing at least, and may lead to another activity which is worthy—reflection. One incorrigible child should not be permitted to spoil the day's work for the teacher and his classmates.

By calling attention to the group rules or creed violated. This method is a powerful factor of control, especially if the creed, code, or law is made and subscribed to by those who are concerned. Otherwise, an appeal may fall upon deaf ears. It ranked sixth in value in the judgment of the teachers.

By reading material, and pictures. This device ranks seventh. Its efficacy lies in the fact that children by these means get deeper insights and a clearer understanding of what constitutes right and wrong. The case can be discussed, analogous situations recited, and conclusions drawn without endangering any child's self-respect.

By having the student consult others. This was the least used of the eight devices. It should, in the writers' opinion, have ranked higher. In England, upper form boys are often the sponsors and advisors of the lower form. Such a condition is whole-

some for both parties. The children acting as advisors feel the responsibility of living and acting in a way worthy of the younger ones' confidence and admiration. They learn to be deliberative and just by considering cases brought before them. The younger ones profit by the arrangement, since often their pupil sponsors register a more accurate estimate of the situation than do the adults. Again, the younger children will more likely accept graciously the code of ethics and decisions of the upper classmen, whom they respect, than they would some edict handed down by a faculty member. Such an arrangement gives both parties practice in thinking the problem through. Parents should be consulted by children at such times. Often children can be aroused in no other way as to the significance of the offense. No danger should come from seeking truth about a question.

VII. Could the desirable changes in conduct which resulted from this situation be strengthened in (1) home, (2) school, (3) church, (4) community? (Underline the most pertinent ones.)

In nearly every instance the *home* was mentioned as frequently as the *school* as a place affording many opportunities for developing desirable types of conduct. Teachers, in practically every instance, blamed the parents for the undesirable traits found in the children. If the teachers are correct in their judgment, the cooperation of the parents with the school must be secured at any cost. If we really believe that what we say is true and vital, divers means can be found to educate the parents. It can be through the child, if in no other way. The church and community were mentioned with about equal frequency, totaling 24 per cent of the replies.

VIII. Results obtained.

Kind. In the majority of instances "partial success" was the reply given. In 11 cases out of 2,672, absolute failure was admitted; in 511 cases unqualified success was claimed as a result. However, judgment of success was based as a rule upon the teacher's observation for that semester.

Reasons for the kind of results obtained. The reasons for partial success were usually attributed to the impossibility of elimi-

nating in a few months an attitude of mind or habit of acting that had been several years in the making. Success was generally claimed for those cases that were known as the "first experience," those overt acts done under stress of excitement or other emotional complexes. Now and then a pronounced case of bad behavior was apparently permanently cured under the inspiration of a new teacher, employer, change of work, or location.

Changes in method of approach that you would make next time. In so many instances, the teachers made these three statements: (1) "I would begin early in the term discovering possible troublesome cases, seeking to remove the conditions that nurtured them." (2) "I would seek early to know the whole of the problem child's life, winning his love, confidence, and cooperation by helping him get the things he needed in his home, community, and school life." (3) "I would do much less talking and engineering of the life situation after it became a group project. I would let the class handle it, participating actively only when vitally necessary."

Reasons for thinking that there was a growth in character. The usual answer to this question was, "The child is now practicing the right with as much satisfaction and enthusiasm as previously he had practiced the wrong."

IX. The ranking of the virtues which the teacher decided had been strengthened is as follows:

1. Cooperation
2. Thinking
3. Appreciation and courtesy
4. Determination and faithfulness
5. Honesty
6. Courage and kindness
7. Democracy
8. Ambition and forgiveness
9. Sincerity and industry
10. Cheerfulness
11. Altruism
12. Tolerance

13. Enthusiasm and patience
14. Idealism
15. Punctuality

The frequency with which certain virtues were underlined was affected, not only by the nature of the case or offense, but equally by the manner in which it was handled.

For example, cooperation and thinking were easily the first two, with appreciation and courtesy the next two, in prominence. Undoubtedly, making the case a group project brought out these four virtues in clear relief. There were many other virtues that had crucial value but were of low frequency.

X. Underline any of the following means which would be of most help to you and the pupils (or pupil) concerned in solving this and similar problems. (For the factors listed under this caption see page 118.)

More knowledge of child life on the part of the parents. This was ranked by teachers as being the most valuable means of helping them build character. It is the home that has the children during their most impressionable years, the first five or six. It is the home that shelters the child for most of the time, even through his public-school life. Little wonder that the teacher justly calls upon the home to do its part!

Better associations. Next after the home, the child's companions were considered the big factor in character development. The child learns more by imitation during the early years of his life than in any other way. Suggestion is a powerful factor. The child has no definite code of ethics or habits of standardized behavior to shield him from aping his environment. What one responds to, he becomes.

Plenty of good reading material for the child. This means ranked third in importance, and probably rightly so. Not enough homes even begin to sense the significance of having an hour or two each evening in the home for reading or social enjoyment with the family. When the children are little, stories can be read to them and the interesting parts commented upon. But as the children grow older, they may want to read silently for them-

selves. If the taste for reading and the family social hour have been developed, there will be little difficulty in defeating the lure of the street or questionable movie.

More knowledge of child life on the part of the teacher. This requirement ranked fourth in importance. It is evident that these teachers felt their incompetence to deal wisely and justly with these problem cases. A careful check-up of their professional background showed that few of the teachers had taken courses recently in either child or adolescent psychology. Ignorance is our besetting sin.

Greater consideration from parents and teachers for his (or their) ideas. Consideration for the child's ideas ranked fifth in importance. The teachers found that the child's individuality and theories of life and living were not respected by adults; hence his confidences to both parents and teachers were lost. Too often the child's notions, beliefs, and suggested reforms are laughed at or called queer.

Regular sleeping hours. This means was scored sixth in the list of ten. Lack of self-control, nervousness, and several varieties of disobedience are very often directly traceable to insufficient sleep.

More parties or social gatherings at school. More guests of the child (or children) in the home. These means ranked eighth and seventh, respectively. Possibly both teachers and parents do not fully appreciate the unparalleled possibilities inherent in social gatherings, such as parties and the entertainment of guests, as a means of developing desirable types of behavior. On such occasions lessons in courtesy, altruism, appreciation, cheerfulness, cooperation, democracy, sincerity, kindness, initiative, tolerance, good sportsmanship, sympathy, and self-control can be learned by living them in the group life. After the children have been told in formal lessons or conferences what is good taste or good form, opportunities for choice should be given. When the choice has been made, or soon after, let the child or children judge whether the conduct chosen was the right one according to the formal lesson. The strength of the Brownie, Camp Fire Girl,

Boy Scout clubs, etc., as character builders lies in the lessons that their members learn about living, by living effectively together.

More music, tools, playthings, pets, and outdoor games. These means ranked ninth in the estimation of the teachers. In the opinion of the authors it should have been a much higher rating. The child is a bundle of impulse-demands for an outlet. Unless desirable outlets for his energies are found, he is likely to seek and to find undesirable means of self-expression or grow belligerent. The busy child is the happy child. The way to keep Bill from stealing articles out of stores during summer vacation is to get him so busy "stealing bases" that he has no time or thought for pilfering.

Better food. This was ranked tenth. The direct relationship between ill-feeding and the child's behavior may be daily observed.

XI. If you are reporting an individual case or that of a few "ring leaders," please underline those factors in the following list which, in your judgment, influenced this pupil's or his pal's character.

The ranking of these twenty-five factors, according to the teachers' judgments, is as follows:

1. Petted and spoiled
2. Few books to read or read to him
3. The only child
4. Too much with adults
5. Too few pictures, tools, playthings
6. Is not taught to like chores or to do them
7. Does not go to church or Sunday School
8. His feelings and ideas have not been respected
9. Has played too much alone
10. Fails in his school work
11. Picks up vulgar expressions readily
12. Spends his Sundays in questionable ways
13. Has been pushed forward too much, resulting in boldness
14. Has been teased or humiliated
15. Has been held back too much, resulting in timidity

16. Too many presents
17. Delicate
18. Impulsive or sulky by nature
19. Has no chores around the home
20. Goes to too many movies
21. Has bad associates
22. Allowed own way too often
23. Little opportunity for self-expression
24. Is not interested in such organizations as Boy Scouts, Girl Scouts, Band, Orchestra
25. Few friends invited to home.

Do the Following Reports Indicate That the Pupils Were Aided in Making Wholesome Social Adjustments to Their Life Situations?

Following are briefs of a few case studies. Possibly the techniques employed by the teachers will give concrete expression to the theory of rectification set forth in this chapter.

CASE NO. II. LACK OF INTEREST[2]

Life situation reported. A fifteen-year-old boy refused to come to school. Said there was nothing that he could learn at "that old place." Taken into Juvenile Court and given choice of Part Time, 4 hours a week, or reform school. Came to Part Time. Was sullen, antagonistic, quarrelsome.

How it came about. Was placed in my bookkeeping class and as soon as I had sized up the situation, I made up my mind that the young man was going to come because he wanted to, and not because the judge had said that he must.

Ideals and habits lacking. He was lacking in such habits and ideals as adaptability, cooperation, cheerfulness, justice, obedience, purposefulness, sportsmanship. He was lacking in moral concepts of the significance of an act. He had never been taught to reason out a life situation.

How the adjustment was made. I built up a strong friendship with him. Treated him as if he were really grown-up. Never asked him to do anything by command, but usually managed to get him to assume the responsibility of seeing that things were done. He did splendid work and I tried to instill in him a pride

[2] The five case studies reported are very much abbreviated.

in doing other things as well as he did his bookkeeping. He invited me to bring my class to the Board of Trade and he would have his "boss" tell the pupils all about it. I began to talk about his future as a member of the Board of Trade (this was his ambition) and had him talk to his employer about the classwork that would be of future benefit to him. I think my appealing to his reason, pride, and honor saved the boy.

Results obtained. I had secured the cooperation of his employer by this time; and we were both building up stronger and stronger in the boy, the desire to become a member of the Board of Trade. We were getting him to understand that school was one of the biggest factors in securing the membership. He certainly had to be shown; but when once convinced, he proceeded to work with unbounded energy because he wanted to. Coercion had no place in this affair, because that was what he had expected. Imagine his satisfaction when his employer took his splendid report card into the pit to show the other members what a splendid boy he had, and predicted quite a future *if* "he kept on working like this." He had a perfect attendance record the year that he was forced to come, enrolled the second year without even a notice, is now going to night school, has taken up telegraphy in order to handle the wire for his firm during the time that he has formerly been off duty. He has urged other pupils to come to us and seems to appreciate very much what the school has done for him.

Virtues brought out. The following virtues were practiced many times: accuracy, altruism, ambition, appreciation, determination, enthusiasm, cooperation, industry, punctuality, thinking, decision, humor, trustworthiness, self-control.

CASE NO. III. LACK OF SELF-CONTROL

Life situation reported. A twelve-year-old girl made the following remark to me before my class one afternoon: "Shut up, you darned old fool, I don't have to." The child's parents, who were of a very low type (the mother was afterwards sent to an insane asylum), had been arrested frequently for beating their children.

How it came about. I had asked the girl in a very friendly manner (at least I thought it was) to refrain from pestering her neighbor by pulling her hair.

Did it ever occur before? No, at least not in my room, but I knew that her former teacher had punished her several times for similar offenses.

Ideas and habits lacking. The child was lacking in such habits and ideals as appreciation, cooperation, courtesy, fairness, gentleness, gratitude, joy-in-work, justice, obedience, politeness, self-control, self-respect, sportsmanship, vision, decision. Her home life was terrible. It was known to be one of daily fights and hysteria.

How the adjustment was made. I waited an hour before I even looked toward Helen; then I asked her if she would mind getting me some paper from the storeroom. This took her completely "off her guard." While she was gone, I explained the situation to the pupils and asked them to help me to help her. Then I met her in the hall on her return and started to make my adjustment. After placing my arm around her shoulders (no one will ever know what an effort this was), I expressed sympathy for her. I assumed the blame and insisted that she tell me what I had done to provoke her so. She began to cry and told me of some terrible conditions in her home. Had I been in her place, I probably would have committed a more terrible crime. I believe it was my appeal to her spirit of fair play which won her over. During the rest of the year I managed to have her appointed on committees where self-control was absolutely necessary if her influence were to dominate.

Results obtained. I feel that she really experienced a joy in trying to do right. She learned that kindness made friends instead of enemies of her teachers and her classmates. She learned to be proud of developing self-control. In the future I shall take more personal interest in this type of child *before* the crisis is reached instead of *after*.

Virtues brought out. In my opinion the following virtues were given an opportunity to be practiced: appreciation, courage, enthusiasm, cooperation, courtesy, faithfulness, kindness, idealism, patience, punctuality, thinking, self-control, confidence, happiness, sympathy.

Teacher's conclusion. I should like to add that, on one evening this winter, I met this young lady (she is now eighteen) quite by accident and I invited her to my apartment for dinner. Nothing had been planned in advance. She told me how well she was doing (she is a telephone operator) and said that her home duties were quite heavy since her mother was "away," but that the most difficult thing that she had to do was to teach her younger brothers and sisters to control their tempers. She seemed still to feel ashamed of herself for acting in the manner that she had and said that she certainly appreciated what we had done for

her. I have often wondered what would have happened had I used coercion in this case.

Note: Situations handled as this one was point conclusively to the unparalleled opportunity of teachers to remake lives, in fact, to heal and to save lives that seemed hardly worth saving.

CASE NO. IV. POOR SPORTSMANSHIP—DISHONESTY

Life situation reported. In a recent ticket sale contest a few students sold tickets at cut-rate prices, making up the amount themselves.

How it came about. A pennant was offered to the winning class and these students were more anxious to win than to "play the game according to the rules."

Ideas and habits lacking. (1) That the act of the few discredits the many—therefore the many should defend themselves. (2) That "under-buying" is as unsportsmanlike as "under-selling."

How do you account for its being hard for the pupils to see and to do the right? Past environment had encouraged or tolerated the wrong. Wrong attitudes and habits along this line had been formed from associations. Moral concepts of the significance of this act were lacking. Had not been taught to think and reason out life situations carefully.

How the adjustment was made. This situation was taken up as a "problem" by my class in Social Problems. In the class discussion the harm of the practice was brought out by the students themselves as follows:

1. Any fair contest is carried out according to the rules.
2. This practice is unfair to other students who are contesting according to the rules.
3. A good sportsman keeps the rules.
4. It is not good business.
5. It discredits our high school, etc.

After this discussion the class was asked to write out and bring to class a plan for remedying the evil. In fact, the individual preparation of this plan was the assignment for the next day. Here was a live social problem whose solution was imperative. The pupils felt it keenly. Now follows the set of resolutions which is a composite of the best thought expressed in their written plans and which the class endorsed by a unanimous vote.

Be it resolved by the student body of the ..... High School that,

1. We, the students, believe in fair play, according to the rules, in class contests as well as in athletics.
2. We believe that it is a violation of the high school's rules of sportsmanship to under-sell or under-buy in ticket contests.
3. We pledge ourselves to uphold the honor and reputation of our school by playing fair.
4. Therefore, we propose that the total number of tickets sold by a student who is known to have under-sold or under-bought be deducted from the total of the class to which that person belongs.

Teacher's note. The above resolution was brought to the attention of the Student Council. The Council brought the matter before the whole student assembly. There it was voted that these resolutions be submitted to each class for rejection or adoption. Within two weeks every class had adopted the resolutions. The principal then read the resolution before the student assembly, who ratified it by a unanimous vote. The effectiveness of handling the situation in this way was evidenced some weeks later when, in a very close and exciting contest, there was no indication of any infraction of the pupil-make code.

CASE NO. V. GROUP DISHONESTY

Life situation reported. A group of seventh and eighth grade boys whose one dominating idea was to win the game by fair or foul means.

How it came about. The team was playing a game in the inter-city tournament. When one of the basemen had been disqualified (wrongly so, the team thought), the captain called in a good player from the sixth grade. The whole team knew this was wrong—against the rules of the contest. That the substitute player was a sixth-grade boy was not known to either the umpire or the teacher in charge.

Ideas and habits lacking. The boys' past environment in games had been wrong, namely, anything to win, if you can "get by with it." Moral concepts of the significance of the act upon life, now and later, were certainly lacking. The boys had not had much guidance in clean play and good sportsmanship. They had not been taught to reason out a life situation. They had not lost a game to date. Possibly the questionable decision of the umpire in disqualifying their baseman caused the honest fellows on the team to yield to the crookedness of the captain. He was

a fine player but came from an environment where sport ethics were ridiculed.

How the adjustment was made. On the following day, some pupil reported the situation to the teacher. She used the English period that day and the following to straighten out the difficulty. (There was no daily home room period in this school.) The teacher made the situation a class project for solution. The discussion was heated and crucial at times. The captain stoutly maintained that he was justified in his wrong, because the umpire was wrong, grossly unjust. However, the majority of the class readily saw that the game had been won dishonestly, that one wrong did not justify another, that since the other side played fairly, according to all rules, there was only one manly way out, namely, to report the error and forfeit the game. The captain was finally won over, possibly not so much because of the idea of "fair play" as by his fear of unpopularity with the group. The whole team and class now voted unanimously to forfeit the game and to play the rest of the series in a manner becoming the honor of the game and room. The room adopted this motto: "Be Good Losers."

Results obtained. The rest of the series was played honestly. The boys won and lost; but in the end they won the city championship. Several of the players thought it was because they had now two big aims in mind: conquer self always, and conquer your opponents if possible.

Virtues brought out. It is believed that the following virtues were appreciated in this life situation: honesty, courage, cooperation, courtesy, fair play, and thinking.

CASE NO. VI. CHEATING

Life situation reported. In grading English themes I discovered two papers from two boys to be exactly alike. These boys were juniors in high school.

How it came about. Themes had been assigned to be written outside of class. One-third of the semester's grade was determined by the kind of themes turned in to the teacher.

Ideas and habits lacking. The idea of honesty and the habit of self-reliance were much lacking among some members of the class. Past environment by way of copying and "doctoring" themes had encouraged or tolerated the wrong. Wrong attitudes and habits along this line had been formed because several had been getting good grades without working. The spirit of "why play fair and get poor grades when others don't" was becoming

pervasive. Moral concepts of the significance of this act were lacking. For example, one boy needs much training in right living. He is a poor student, too.

How the adjustment was made. A whole forty-five-minute class period was used in discussing the difference between copying, and getting assistance from books or papers. The discussion was general, with no references to the boys at all. The class knew that copying had been done, but knew not by whom. The whole idea of copying was seen in its fullest unfairness. Copying was unfair to those who were doing right. It often caused a good, hard-working student to get a lower mark than a shirker. It was mean and despicable to live and act a part which hurt others so much. It was harmful to the ones who did wrong. I showed the two papers to Mark. He explained that he had loaned his paper to Joe to help him "get an idea." We discussed the matter. I did not scold him. I merely explained. Mark admitted he deserved no grade. Later Joe came to me voluntarily, admitted he had copied without Mark's knowledge, and begged me not to penalize Mark.

Virtues brought out. The following virtues were in my opinion brought out in clear relief: altruism, appreciation, forgiveness, cooperation, courtesy, kindness, honesty, thinking, self-reliance, and fair play.

Teacher's note. I believe that, if I had scolded or punished either boy, their attitude and that of the class would have been antagonistic. The whole group would have begun to try to "get by" successfully with copying, as a form of teacher-pupil war. As it was, Joe came to me voluntarily and formed his own judgment of the affair; and Mark felt he received more than fair treatment.

Please note that in the last three cases reported the teacher used the life situation as a class project for consideration, and in two cases for solution. The plan of having a group evaluate certain types of maladjustments cannot be too highly commended. Often children with poor or little home training have low standards and inadequate moral concepts. In the group discussion, the idealism and high standards of the better trained children "leaven the whole lump." When idealism and right conduct are advocated by the group, they become a powerful form of social control. Giving the wrong doers two or three days to think it over after the elements in the situation have once been discussed is

also an effective technique. Children usually want to do right. They are natural idealists. Very often they merely need their concepts of truth deepened and broadened.

The case study method is a splendid technique for helping teachers diagnose and determine remedial measures for certain types of delinquency. But its greatest service should be in the prevention of maladjustment. Its use should arouse in every teacher and administrator a "guidance consciousness." When more time and energy are given to initiating sane, social guidance techniques, there will probably be a dearth of serious cases of maladjustment for rectification. If a case study form, similar to the one suggested in this chapter, were used as a guide for collecting and evaluating all pertinent data in just three or four troublesome cases, the need of a social guidance program would become so manifest as to insure its inauguration.

Conclusion

1. The chief aim of education is to fit the child to become successful in his personal relations with his fellows.
2. The real test of a normal person is whether or not he *can* and *will* make social adjustments.
3. The biggest job of the school is to act as a laboratory in which are provided life situations which afford the child many opportunities to make choices and wholesome social adjustments.
4. The biggest job of the teacher is to help children learn to make wholesome social adjustments to their many and perplexing school problems. Prevention of maladjustments by means of a wholesome social guidance program is the big objective.
5. The two chief requirements of the teacher who is to become efficient in helping children win in their life conflicts are sympathy and understanding.
6. The case study method suggests the techniques which help the teacher acquire both the necessary sympathy and the understanding.

CHAPTER VI

SIGNIFICANT FACTS REVEALED BY THE CASE STUDY

The data presented in this chapter were obtained during a two-year investigation in which the 915 teachers participating used their schools as laboratories while taking an extension course in character education. These data contain the resumé of 2,442 individual cases and 230 group cases.

What Were the Outstanding Types of Delinquencies?

There were 84 different kinds of delinquencies or problem types of individual cases. However, the first eight listed in Table I represent more than 50 per cent of the total number. The following forms of delinquency were mentioned eight times or less by the teachers: tattling, over-worked imagination, running away, insolence, teasing, jealousy, conceitedness, nervousness, cruelty, bad table manners, habitual forgetfulness, loafing, braggadocio, deceitfulness, boy-struck, shiftlessness, rudeness, chronic delaying, petty gambling, no control of temper, ingratitude, undue familiarity, egotism, cowardice, carelessness, lack of sympathy, innocent impropriety, lack of perseverance, super-sensitiveness, card playing, enjoying poor health, dancing craze, crush on teacher, puppy love, reading cheap literature, delivering hootch, homesickness, lack of will power, racial customs, drinking, chronic complaining, rough play, distrust, grafting, unjustness, impatience, cruelty to animals, spitefulness, trading, thumbsucking, pouting, and wasting material.

Attention is called to the fact that no cases of lack of interest are reported from the kindergarten or Grade I, but it ranks high in all other departments, coming first in the senior high. Probably the nature of the subject matter and its presentation in kindergarten and Grade I are more closely related to the child's needs than in the grades beyond. Or, possibly, children entering

TABLE I

RANKING AND FREQUENCY OF DELINQUENCIES

DELINQUENCY	BOYS	GIRLS	TOTAL
1. Theft	158	73	231
2. Lack of interest	175	22	197
3. Disobedience	149	43	192
4. Selfishness	115	62	177
5. Poor Sportsmanship	112	30	142
6. Lying	72	59	131
7. Cheating	85	43	128
8. Mischievousness	86	22	108
9. Discourtesy	81	15	96
10. Lack of self-control	59	14	73
11. Stubbornness	39	33	72
12. Disregard for property	45	23	68
13. Anti-socialism	38	22	60
13. Bullying	56	4	60
14. Near-incorrigibleness	46	10	56
15. Truancy	39	13	52
16. Unadjustment	34	16	50
17. Non-cooperativeness	33	14	47
18. Irresponsibility	36	9	45
18. Pugnacity	39	6	45
19. Quarrelsomeness	28	9	37
20. Vulgarity	18	10	28
21. Slovenliness	14	8	22
22. Profanity	20	0	20
22. Tardiness	16	4	20
23. Smoking	12	6	18
24. Laziness	10	6	16
25. "Smart-aleck-ness"	10	5	15
25. Bossiness	13	2	15
25. Snobbishness	2	13	15
26. Uncleanliness	6	7	13
26. Immorality	0	13	13

Table I is read thus: Of the disciplinary problems reported, theft ranks first, there being 158 cases among boys, and 73 among girls, making a total of 231; etc.

school are "gullible" or too ready to do anything that the program suggests. They no doubt became more critical of values in the upper grades. There is probably a direct connection between "disobedience," which is also of high frequency above the primary group, and lack of interest. The uninterested pupil is usually the troublesome one. If he is bright, he is often bored both by the subject matter and its presentation.

How Did the Delinquencies Rank in Frequency According to Grades?

In Table II are found the ranking and total number of cases of the 16 most frequently reported delinquencies for the entire study and for each school group.

Table II

GRADE	I-XII	I, II, III	IV, V, VI	VII, VIII, IX	X-XII
DELINQUENCY	Aggregate Rank No.	Primary Rank No.	Intermediate Rank No.	Jr. High Rank No.	Sr. High Rank No.
Theft	1–231	1–83	1–44	1–69	5–35
Lack of interest	2–197	8–26	2–38	2–67	1–66
Disobedience	3–192	5–34	3–36	4–59	2–63
Selfishness	4–177	2–68	4–33	3–64	10–12
Poor sportsmanship	5–142	9–24	2–38	5–56	6–24
Lying	6–131	3–59	5–28	9–20	6–24
Cheating	7–128	11–15	2–38	8–25	3–50
Mischievousness	8–108	12–11	13– 4	6–52	4–41
Discourtesy	9– 96	14–10	7–16	7–35	5–35
Lack of self-control	10– 73	15– 9	6–27	12–14	7–23
Stubbornness	11– 72	4–41	11– 8	11–15	11– 8
Disregard for property	12– 68	10–20	12– 7	9–20	8–21
Anti-socialism	13– 60	6–32	9–12	12–14	12– 2
Bullying	13– 60	10–20	7–16	13–11	9–13
Near-incorrigible	14– 56	11–12	8–14	10–18	10–12
Truancy	15– 52	12–12	8–14	12–14	10–12
Unadjustment	16– 50	7–28	10–10	14–10	12– 2

Table II is read thus: Theft, with a total of 231 cases, ranks first as a problem when the whole study is considered; it also ranks first in the primary group, with a total of 83 cases; first in the intermediate group, with a total of 44 cases; first in the junior high group, with a total of 69 cases; and fifth in the senior high, with a total of 35; etc.

In each of the nine city school systems taking part in this study, theft ranked first and lack of interest second. Lying and cheating also were prominent. In many instances the child who stole or cheated would lie to escape detection and censure.

Please observe also that the same types of delinquency are found in high frequency throughout the twelve grades. Does this fact indicate (1) that the children had these undesirable types of behavior rather well fixed even before coming to school and (2) that the school failed in every department to eliminate these

faults or to change materially their comparative rankings? Both inferences may be reasonably accurate.

What Cases of Maladjustment Were Listed Under Each Heading?

All cases listed under "Lack of self-control" were exhibitions of violent anger, emotional outbursts, such as shrieking, screaming, hysterical crying, and vicious physical demonstrations, which clearly indicated that the child was beside himself.

Anti-social cases included those in which children virtually hated associating with their group, demonstrating this trait by slapping, kicking, scratching, and clubbing members of their own group who tried to play with them.

Under selfishness were included those cases in which children sulked or pouted unless they could have their own way, such as being first in line, always playing the leading role in dramatizations, holding the highest offices, or being delegated constantly to the limelight.

Cases entitled "non-cooperativeness" could well have been grouped with those of selfishness so far as the early symptoms were concerned. However, it was thought best to divide them upon this basis: children who refused to cooperate and at the same time sulked, pouted, or were disagreeable were classed as selfish, whereas those who simply would not do team work, but made no fuss about it, were classified as non-cooperative. In fact, selfishness, stubbornness, non-cooperativeness, and the unadjusted cases so shaded off into one another that they might have been given under one and the same caption.

The unadjusted cases included those in which the child was a misfit in his environment. Examples were, refusing to play with other children, crying, becoming homesick, being incapable of mixing in games, or acting naturally in the presence of others. In many instances the unadjusted child came from the one-child home.

Under near-incorrigibleness were included those cases in which the boy or girl was regarded as fit only for the reform school. In

TABLE III

SUMMARY OF SECTION IV OF THE CASE STUDY FORM WITH REFERENCE TO THE EIGHT MOST FREQUENTLY OCCURRING TYPES OF DELINQUENCIES.

	Theft	Lack of Interest	Disobedience	Selfishness	Poor Sportsmanship	Lying	Cheating	Mischievousness
TOTALS	231	197	192	177	142	131	128	108
How do you account for it being hard for pupils to see and do the right?								
Suggested in the case study form:								
1. A new experience	20	19	28	20	19	21	10	7
2. Past environment	74	72	66	63	46	35	37	34
3. Wrong habits formed from associates	76	65	52	41	39	39	42	33
4. Moral concepts lacking	95	64	63	56	51	46	54	33
5. Naturally impulsive and emotional	29	26	35	37	21	16	5	22
6. Environment of self-control lacking	66	53	54	55	40	30	26	30
7. Pampered, petted, spoiled	23	35	46	64	40	16	13	19
8. Had not been taught to think	81	71	57	54	45	37	42	35
Suggestions added by teachers:								
9. Needed constructive criticism	20	.....	19	.....	9	16	4	.....
10. Desired success without effort	8	5	22	8	.....	.....	7	.....
11. Listened to wrong counsel	14	7	5	.....	.....	12	.....	15
12. Destitute home life	27	15	38	2	10	21	8	18
13. Could not stand temptation	19	.....	.....	.....	.....	15	17	.....
14. Low mentality	7	5	3	.....	.....	4	.....	2
15. No idealism in home	32	14	38	11	18	25	8	.....
16. Lacked self-confidence	.....	17	.....	.....	5	17	12	.....
17. Did not know how to study	.....	34	.....	.....	.....	.....	12	18
18. Work unsuited to individual needs	.....	38	24	11	.....	18	25	32
19. Never permitted to "shine"	.....	16	32	15	18	9	28	33
20. Had nagging father	4	8	7	.....	.....	8	.. 11	6
21. Wanted to play all the time	.....	12	14	.....	16	.....	9	24
22. Conceited	.....	.....	15	22	25	2	12	21
23. Deserted by parents	32	14	25	11	9	22	15	15

Table III is read as follows: "A new experience" is mentioned by the teachers 20 times in the 231 cases of theft; 19 times in the 197 cases of lack of interest; 28 times in the 192 cases of disobedience; etc.

TABLE IV

SUMMARY OF SECTION V OF THE CASE STUDY FORM USED BY TEACHERS IN THEIR TREATMENT OF THE EIGHT MOST FREQUENTLY OCCURRING TYPES OF DELINQUENCIES.

	Theft	Lack of Interest	Dis-obedience	Selfish-ness	Poor Sportsman-ship	Lying	Cheating	Mischiev-ousness
TOTALS	231	197	192	177	142	131	128	108
How did you get the pupil to make the special adjustments?								
Suggested in the case study form:								
1. Discussion	101	79	75	65	53	51	43	33
2. Appeal to reason, honor, pride, etc	92	80	71	71	56	47	53	37
3. Coercion	30	31	28	11	19	14	14	14
4. Letting him work it out after discussion	53	34	38	39	27	16	28	21
5. Having him consult others	21	18	18	11	10	12	12	6
6. Making it a group project	32	25	27	36	33	25	21	20
7. Calling attention to rules violated	48	31	49	38	37	27	21	19
8. Reading or picture study	30	24	12	19	14	14	9	8
Suggestions added by teachers:								
9. Cooperation with parents	18	4	29	3	10	7	8	.....
10. Searching members of group	4	.....	.....	.....	.....	.....	.....	.....
11. Duties demanding honor and honesty	31	23	37	11	.....	28	13	24
12. Application of golden rule	6	.....	4	11	6	.....	.....	3
13. Inspection of lunches	5	.....	.....	.....	.....	.....	.....	.....
14. Praising efforts	42	37	21	13	20	37	21	15
15. Threatening with reform school	8	.....	2	.....	.....	1	.....	.....
16. Showing him that we cared	46	33	12	5	.....	38	27	23
17. Responsibility of handling money	14	.....	.....	.....	.....	6	9	.....
18. Inducing mother to buy glasses	15	8	7	.....	.....	.....	10	12
19. Kindness	41	27	38	12	15	32	17	30
20. Having him arrested	2	.....	.....	.....	.....	.....	.....	.....
21. Winning his confidence	68	39	40	15	23	37	23	16

TABLE IV (Continued)

SUMMARY OF SECTION V OF THE CASE STUDY FORM USED BY TEACHERS IN THEIR TREATMENT OF THE EIGHT MOST FREQUENTLY OCCURRING TYPES OF DELINQUENCIES.

	Theft	Lack of Interest	Dis-obedience	Selfish-ness	Poor Sportsman-ship	Lying	Cheating	Mischiev-ousness
22. Praising the truth	7	.....	.....	.....	.....	4	6	.....
23. Eliminating need of theft	15	.....	.....	.....	.....	.....	.....	.....
24. Encouraging him	37	49	22	14	14	33	29	26
25. Appealing to officers of law	28	.....	.....	.....	.....	2	1	.....
26. Showing sympathy	39	25	14	22	.....	25	16	.....
27. Prayer	3	.....	.....	1	.....	.....	.....	.....
28. Appeal to fair play	37	28	23	19	32	15	27	38
29. Trusting him	29	17	15	.....	.....	21	24	32
30. Giving a chance to earn money	8	.....	.....	.....	.....	10	8	.....
31. "Big Sister" movement	3	.....	.....	4	.....	2	2	3
32. Definite assignments	.....	27	14	.....	.....	.....	9	22
33. Showing interest	37	32	17	.....	.....	29	18	18
34. Winning his confidence	24	19	.....	.....	.....	7	10	15
35. Helping unfortunate classmate	.....	2	.....	14	11	5	.....	.....
36. Giving constructive work	.....	31	23	.....	.....	.....	.....	22
37. Changing his seat	2	10	14	.....	.....	.....	15	13
38. Restoring his confidence	3	15	.....	.....	.....	4	11	.....
39. Interest in wholesome activities	11	32	27	14	12	.....	8	27
40. Giving him part in play	8	15	11	.....	.....	.....	.....	15
41. Letting him choose work	.....	18	9	.....	.....	.....	15	27
42. Making him leader	.....	9	4	.....	.....	.....	.....	14
43. Letting him "shine"	6	15	12	.....	.....	.....	13	27
44. Helping him help himself	.....	12	.....	.....	.....	.....	14	.....
45. Getting him a job	14	11	.....	.....	.....	8	15	.....
46. Withholding privileges	10	21	12	7	5	14	11	13
47. Winning his admiration	8	13	6	.....	.....	4	7	11
48. Isolating him	3	5	10	.....	8	.....	14	12

TABLE IV (Continued)

SUMMARY OF SECTION V OF THE CASE STUDY FORM USED BY TEACHERS IN THEIR TREATMENT OF THE EIGHT MOST FREQUENTLY OCCURRING TYPES OF DELINQUENCIES.

	Theft	Lack of Interest	Dis-obedience	Selfish-ness	Poor Sportsman-ship	Lying	Cheating	Mischiev-ousness
49. Admission to vocational school	2	7	.....	.....	.....	.....	.....	1
50. Ousted from office by class	3	2	.....	.....	2	.....	4	.....
51. Citizenship talks	27	18	15	22	18	13	11	18
52. Medical attention	.....	6	4	.....	.....	3	2	7
53. Citizenship organizations	15	25	18	17	11	10	18	27
54. Introducing a new moral code	4	.....	8	2	10	8	11	11
55. Barring unfair players	.....	.....	.....	.....	12	.....	10	.....
56. Supervising play	.....	.....	.....	4	15	.....	17	.....
57. Requiring less class work	.....	12	.....	.....	.....	15	18	.....
58. Extra work in which he excelled	.....	24	8	.....	.....	.....	14	37
59. Avoiding harsh criticism from class	10	.....	.....	.....	.....	15	13	.....
60. More shop work	11	12	11	.....	.....	.....	15	15
61. Seeing the humor in situation	.....	.....	.....	.....	.....	.....	.....	4
62. Having study hall patrols	.....	.....	.....	.....	.....	.....	.....	6
63. Asking for his help	.....	9	7	.....	.....	.....	.....	15
64. Recognition of good work	23	37	12	.....	.....	14	11	29
65. Outside civic enterprises	.....	8	.....	.....	12	6	10	7

Table IV is read thus: No. 1 or "By discussion" was used in 101 cases of theft to help the student make the proper adjustment; in 79 cases of lack of interest; in 75 cases of disobedience; in 65 cases of selfishness; etc.

(Note: Those suggestions in the above table which were probably most valuable as remedial measures may be quickly ascertained by noting those followed by high numbers. For example, suggestions 1, 2, 4, and 7 have a frequency of 101, 92, 53, and 48 respectively in connection with theft alone. In the list added by teachers 11, 14, 16, 21, 24, 26, 28, 29, 33, 51, and 53 have high frequencies thus indicating their significance as universal remedial measures. However, certain suggestions rank high in connection with certain delinquencies only. For example, suggestion 16 has a high frequency as a remedial factor but was not used at all in cases of poor sportsmanship.)

TABLE V

SUMMARY OF SECTION X OF THE CASE STUDY FORM AS TEACHERS USED IT IN A TREATMENT OF THE EIGHT MOST FREQUENTLY OCCURRING TYPES OF DELINQUENCIES.

X. Underline any of the following means which would be of most help to you and the pupils concerned in solving this and similar problems.

	Theft	Lack of Interest	Disobedience	Selfishness	Poor Sportsmanship	Lying	Cheating	Mischievousness
Suggestions found in case study form:								
1. Plenty of reading material	68	54	41	40	33	34	31	18
2. More parties at school	18	26	23	29	26	11	14	14
3. More guests of child in the home	35	17	29	48	27	19	13	11
4. Greater consideration for his ideas	50	55	40	28	24	26	22	14
5. More music, tools, playthings, etc	43	20	18	20	12	14	14	10
6. Regular sleeping hours	34	42	23	24	21	17	11	21
7. Wholesome food	40	19	10	8	7	8	5	6
8. Better associates	181	56	54	28	35	34	38	27
9. More knowledge of child life by teacher	49	56	48	41	36	24	36	26
10. More knowledge of child life by parent	86	63	71	67	48	45	44	34
Suggestions added by the teachers:								
11. Fewer playthings	10	11	8	15	.....	.....	.....	.....
12. More exacting parents	36	17	25	11	18	22	13	15
13. Less loafing	5	8	12	.....	.....	17	9	16
14. Better home environment	29	26	24	15	12	22	27	15
15. More parental care	136	21	14	8	3	32	29	7
16. Honesty in the home	128	14	13	.....	.....	49	35	11
17. Respect for authority	8	2	16	.....	.....	11	6	14
18. More home training	106	17	32	27	21	37	33	11
19. More interest in the home	41	27	15	.....	.....	12	11	9
20. More responsibility	46	29	13	12	.....	5	10	21
21. A mother who stays home	9	.....	2	.....	.....	3	.....	.....
22. Allowance for the child	24	.....	.....	.....	.....	6	4	.....
23. Fewer iron clad rules	4	6	12	.....	.....	3	2	.....
24. Greater faith in the child	33	27	14	.....	15	24	31	7

TABLE V (Continued)

SUMMARY OF SECTION X OF THE CASE STUDY FORM AS TEACHERS USED IT IN A TREATMENT OF THE EIGHT MOST FREQUENTLY OCCURRING TYPES OF DELINQUENCIES.

X. Underline any of the following means which would be of most help to you and the pupils concerned in solving this and similar problems.

	Theft	Lack of Interest	Dis-obedience	Selfish-ness	Poor Sportsman-ship	Lying	Cheating	Mischiev-ousness
25. Someone to understand and help him	25	32	17	14	13	22	19	14
26. Curriculum made from pupil viewpoint	33	64	42	.....	.....	.....	25	46
27. Less corporal punishment	21	25	17	.....	.....	11	16	21
28. Cooperation of home and school	42	49	24	23	15	29	18	34
29. Higher ideals in home	38	34	27	17	12	19	21	13
30. More supervised games	.....	18	15	.....	27	3	15	.....
31. Free discussion of problems by pupils	.....	32	9	14	13	.....	10	29
32. More individual attention	19	27	10	7	6	11	18	13
33. More patience with them	16	20	15	6	14	22	27	23
34. More comradeship	27	43	29	5	12	18	21	46
35. More praise of success	22	38	17	11	.....	16	28	31
36. More group activities	18	44	23	9	17	8	25	37
37. Student participation in government	22	55	42	27	16	19	23	48
38. Teacher with strong personality	14	20	18	.....	.....	.....	.....	18
39. More manual work	15	22	15	.....	.....	.....	17	23
40. More supervision of school work	.....	7	10	.....	.....	.....	.....	8
41. Less pampering in home	.....	11	8	27	29	.....	.....	26
42. Honor system	9	7	11	.....	6	14	18	3
43. More activities child likes	11	42	27	6	7	11	9	32
44. Lessons in unselfishness	.....	.....	12	15	13	.....	.....	18
45. Supervision of leisure	21	.....	18	11	8	23	13	15
46. Special attention to choice of leaders	.....	.....	7	.....	16	2	5	1
47. More team work in room	.....	27	6	13	24	.....	12	22
48. Organization for pupil participation	15	47	37	23	31	18	21	42

Table V is read thus: Out of 231 cases of theft, No. 1 or "Plenty of good reading material" was mentioned 68 times as being of most help to teacher and pupils in solving their problems; out of 197 cases of lack of interest it was mentioned 54 times; etc.

nearly every instance these children were orphans with unwise guardians or came from broken homes.

What Is Revealed by a Study of the Eight Most Frequent Disciplinary Problems?

The data presented in Tables III, IV, and V are classified under: (1) Suggestions found in the Case Study Form and (2) Suggestions added by teachers. The case study form presented on pages 113-119, was the result of an attempt to anticipate a workable technique and set of remedial measures that would solve the majority of teachers' disciplinary problems. Other devices and remedial measures had to be originated "on the spot" by the teachers to meet successfully their problem cases. It is these added techniques and remedial suggestions that give the study its significance. They are specific measures meeting specific situations. They do not often rank as high in frequency of use as those presented in the case study form. It was only when the suggestions in the form failed to meet the needs of the situation that the teacher supplemented them in order to succeed.

What Is Revealed by an Analysis of Tables III, IV, and V?

A careful analysis of these tables doubtless raises many questions in the minds of the readers. It will be noted that all suggestions after No. 8 in Tables III and IV, and after No. 10 in Table V were added by teachers. While these added suggestions have not the frequency of those presented on the printed form, yet the fact that they were employed successfully in the solution of many hard cases makes them especially worthy of note. The high ranking of some of the suggestions given in the form is undoubtedly due to the fact that many teachers used these ready-made suggestions first, resorting to invention only when they failed.

In the following paragraphs is presented a brief discussion of each of the eight types of delinquency, treated in the order of their frequency.

Theft. Out of a total of 2,442 individual cases, 231 were theft

—more than 9 per cent of the total of 84 different kinds of misdemeanor. A careful reading of the studies of theft indicated that much of the thieving was done because the child's parents were unable or unwilling to buy things that all other children had, or things that the child really needed. Many instances were given where a child stole school supplies, food, and small coins. Most of the theft was committed by children coming from destitute homes. Helping such children earn money was a very constructive and effective way of helping curb the evil habit. An examination of Table IV would seem to indicate that sympathy, love, encouragement, attempting to understand the situation of the child, and giving opportunities to get things legitimately were most effective in the solution of the theft problems. The cases varied from simple, first offenses, such as taking a seat-mate's lead pencil, to very serious cases of hardened veterans, such as stealing jewelry or large sums of money. The following list is suggestive of the range:

Apples, lunches, candy, pencil, handkerchief, marbles, eraser, ring, scissors, tablet, crayolas, books, hats, pictures of flags torn from encyclopedia, valentines, milk, baseball, basket ball, bat, glove, supplies, cap, rubbers, tools from manual training bench, pocket book, receipts from tuberculosis seal sale, shoes, goods from store, drawing materials, money that had been found, large sums of tuition money, stop watch, supplies from gymnasium, tennis racquet, thermostat from vacant house, bicycle, money from till in neighborhood candy and fruit store, silver spoons, etc.

Lack of interest. A startling but significant revelation of Table II is that uninterested pupils, especially in the upper grades, are one of the biggest problems of the teacher. There were almost as many suggestions as to why pupils were not interested as there were cases reported. The following list, taken at random from those cited, gives an idea as to how the various teachers attempted to analyze the situation:

Child naturally lazy; no ambition; no ideals; failing in history, hence discouraged with school; a bluffer; home indifferent; disliked anything in the nature of study; thought he knew it all; lack of self-respect; lack of self-reliance; smarty; a general mis-

chief maker; had not learned to obey; resented authority; indifferent; irresponsible; curriculum unsuited to needs of pupil; interested only in manual work; a born mechanic but no student; wanting to play all the time; not made to work at home.

The suggestions of the teachers were very interesting and throw many side lights on the cases. Those teachers who were most successful in helping their uninterested students make the desirable adjustment emphasized the following means: praising his efforts to do right, impressing him with the fact that she cared what he did, winning his confidence, encouraging him, showing an interest in him, making more definite assignments, interesting him in group activities, giving him a chance to "shine," letting him do much work that he enjoyed and could do well. As one reads the reasons for the child's being uninterested, he is led to ask, why is the child a bluffer, why is he habitually lazy, why does he dislike school? etc. Would the elastic (contract) assignment or the organization of subject matter around creative activities, as suggested in Chapters III and IV, help solve the problem of lack of interest by giving the child a satisfying and interesting outlet for his impulsive tendencies and special abilities?

Disobedience. Since "lack of interest" ranked second in frequency, one is not surprised that "disobedience" should rank third. Pupils who are not interested and are failing in their work are usually very much interested in something else, and consequently are apt to cause trouble. The happy and wholesomely busy child is the obedient child. In many cases cited, teachers added to their remarks that "when an adjustment was made between the child and the curriculum, disobedience became a thing of the past." The most troublesome and tenacious cases were to be found in the junior and senior high school.

The following were typical cases of disobedience:

Refused to try in writing class; would not obey dismissal rules; generally obstreperous; would not prepare home work; would not re-write careless work; domineering; refused to read aloud; persisted in chewing gum; refused to stay at own work bench; refused to recite; refused to take part in playlet; deliberately broke rules; unruly in the halls.

Many teachers reported that when pupil-participation was initiated in governing the school, when they had student councils, patrols, etc., many of their most troublesome cases magically disappeared. Student rules did not arouse the antagonism of the unruly student; they were *his* rules and he not only helped see that other members of the group obeyed them but enjoyed obeying them himself.

Selfishness. Cases of selfishness proved difficult for most teachers to remedy, unless the wholehearted cooperation of the home could be secured. In many instances, the selfish child at school was the pampered, petted baby of the home. The representative type of selfishness was the desire to be first. If the child could not play the leading role in a dramatization, he sulked and would not participate; if he could not be first in line, he did his best to bother and annoy all those near him; if he could not select the game to be played, he did not want to play; if the teachers by word or look commended the work of someone else, he was unhappy the rest of the day; if a classmate needed a pencil or some paper, the selfish child did not want to lend him any. The teachers found that the most effective way to handle selfishness was by the disapproval of the group whenever the selfish trait manifested itself.

Poor sportsmanship. The poor sport seemed most effectively handled by the group. If ostracized by his playmates because he refused to play the game, he soon showed a desire to change his attitude. The outstanding types of poor sportsmanship were refusing to take turns at batting; refusing to play if defeated; refusing to be "caught"; always quarreling over decisions; sulking if defeated; unfair, bordering on cheating in all competitions, either scholastic or athletic; seeing no virtues in contenders for the same honors; and considering self before the team or group.

Lying. Thieving, cheating, and lying overlapped. Invariably the thief or cheat told lies to get out of a "scrape." The types of lying ranged from lying about whispering to lying about serious misdemeanors. In a vast majority of the cases, the home environment, both by example and general attitude, encouraged the chil-

dren to attempt to get out of a tight place by clever lying. Some homes seemed to consider it a much-needed and highly commendable accomplishment. Removing fear of punishment, praising the child when he confessed his wrong-doing, and publicly commending his efforts to do the right seemed to be effective means of reducing lying.

Cheating. The outstanding type of cheating was "cribbing." (Cheating in contests, athletic or scholastic, was usually classified as "poor sportsmanship.") The poor student resorted to copying from others to "get by." All too many of the culprits saw no harm in the cheating itself; the disgrace was in getting caught. The teachers who handled such cases most effectively had the cheaters make up the work, used diagnostic measures to discover why they were failing, and tried to give them public opportunities to excel.

Mischievousness. All cases wherein students seemed to take a delight in disturbing the class or teacher were classed as "mischievousness." Disturbers were few in the primary grades but ranked high in the junior and senior high school. It was in these departments where there were so many uninterested students, and quite naturally one would expect them to look for something interesting to do. Whispering loudly in the study hall, talking out loud, shuffling feet, coughing, leaving and entering the room noisily, acting "smart," laughing boisterously, and annoying those sitting near were the outstanding forms of disturbing. In many instances teachers found that, when the pupils had interesting work to do in which they were excelling, they were happy; or when they were asked to help in organizing and managing clubs, councils or committees for self-government, they no longer made themselves general nuisances.

Conclusion

1. The more than 2,600 cases of delinquencies reported in this study probably include the worst types of maladjustment incident to school children.

2. These data should not be interpreted to mean that such delinquencies are the possessions of the whole student body.
3. The evil doings of a few should not discredit the virtues of the many. The majority of pupils in any school are usually free from the more virulent delinquencies reported here.
4. The rankings of the delinquencies in the several grade departments are surprisingly alike. This might indicate that parents and teachers should put special emphasis upon the undesirable traits very early in the child's life.
5. The teachers who participated in the case study investigation made two distinct contributions to the treatment of delinquents: (1) They discovered many of the more common causal factors that operate to produce certain types of delinquencies. (2) They discovered through experimentation several remedial means and devices for each of the outstanding types of delinquencies. Their suggestions cannot be dismissed lightly.

CHAPTER VII

COMMENTS BY TEACHERS ON CASE STUDIES

The following short paragraphs are verbatim statements found at the end of some of the case studies worked out by the 915 teachers.

Sympathy. "Making the child feel that I really care for him and take a sincere interest in him and his home life is responsible for whatever success I may have enjoyed over a long period of years, when dealing with the problem child."

Love. "Love is the best method of all. Often the only love some children really experience is from their teachers. Inviting the so-called 'bad boy' to come home with me for dinner, to go hiking, fishing, picnicking or to the show has often been the turning point in his life."

Interest. "Taking an interest in the child and his parents has solved more cases for me than any other suggestion. Probably the hardest case that I ever handled was made easy when I helped a certain boy's mother get a better position and incidentally helped the lad himself get steady work after school and on Saturday. Both mother and child apparently believed the old adage —'A friend in need ——'."

Responsibility. "I have found that assigning a child some honorable responsibility wherein he will be obliged to practice the virtues in which he is delinquent has been my most successful device. For example, if a certain boy disregards safety rules or is noisy in the halls, putting him on the Safety Council or having him elected as one of the patrols usually works a cure."

Fair play. "Cases of disturbers in my experience have often been best managed by making them feel how untrustworthy it really was to take advantage. Children, if approached properly, have a deep sense of fair play."

Self-expression. "When bright children are disturbers, it is usually a case of their not having enough to do. Giving them more opportunities for self-expression and more responsibilities which, while they entail much more work, yet carry with them chances to win social approval and worthy praise have been my

forte. The trouble is we are so busy teaching subjects that we forget we have children."

Moral standards. "The moral significance of the wrong act is apparently almost entirely lacking in some cases. This is especially true with children from homes that have a low standard of morals. Unless the school provides worthy moral standards and helps children live them by choice, many will never know the right."

Deprived of privileges. "In cases where a child was selfish or non-cooperative I have let him quit his part in the play for good. The pain incident to his not being a part of the playlet or dramatization was not soon forgotten and made him less ready to break next time."

Widened experiences. "Often children have unworthy attitudes toward others because of their lack of experience. I had a boy who refused to make any toy or to prepare any gift for our Christmas basket to the children of an orphan's home. I had him put on the committee to visit the home, presumably for the purpose of seeing how many children there were and what playthings they already had. He came back a chastened child and could not do enough for them. Out of our experiences come our meanings, our moral concepts. I have always tried to furnish my pupils experiences pertinent to any situation. I have not been disappointed in their response but more often surprised at the complete conversion in attitude."

Knowing the child. "I think I taught school for three or four years before I realized that nearly all the incorrigible cases that developed later in the year would not have arisen had I, during the first month, become intimately acquainted with my children, their strong and weak points, their home life, and how they spent their time. Knowing the child and guiding his interest *out* as well as *in* school have been most effective for me."

Give responsibility. "In all my experiences with cases of theft, selfishness, disobedience, fighting, poor sportsmanship, etc., I have always put the delinquent in a position of responsibility or trust, so that he would have to practice the right instead of the wrong to succeed in this new capacity. He thus made his own choices after due time to reflect. Only once has this method failed. In this instance, the boy was put in charge of selling school supplies to the children. He continued to be a 'grafter' by charging more than the regular price and pocketing the money."

Natural law. "I have used Dr. Coe's idea of the universality of 'natural law' with great success in dealing with cases of dis-

turbance, poor sportsmanship, non-cooperation, selfishness, and disobedience. Time is very profitably spent when taken to explain to children that we all, whether teachers, parents, or children, are subject to natural laws, economic laws, statutory laws; and that in the degree we use them, we are successful, and in the degree we abuse them, we fail and are unhappy."

Physical needs. "Many of my cases of anti-social problems have been cured by seeing that such children were respectably dressed. A new suit, a pair of shoes, and a cap have often made a boy feel his self-respect, feel that he is on an equality with the rest of the children."

School organizations. "Swearing has always been an easy problem for me to solve. We organize a 'Good Citizens' Club' in which swearing is taboo. No one is to play with a child who swears."

Coercion. "I believe in coercion, such as denying pupils privileges, dismissal from class or school for a few days, even corporal punishment in extreme cases. Such drastic means arrests the pupil's attention, causes him to reflect upon his dishonorable conduct, calls the attention of both the group and himself to an untrustworthy practice. Coercion, when used after repeated discussions and warnings and when treated as the group's last protective measure against those who would willingly or thoughtlessly hinder, hurt, or destroy the group's success or happiness, has been my most effective means for moral rectification of certain incorrigible cases."

Civic organizations. "I have found that the following cases are most usually from the one-child home: unadjusted, selfish, anti-social, stubborn, and non-cooperative. Civic organizations in the home room in which such children are chosen members of committees that socialize them, together with many project activities in school work, have been very salutary influences in working changes."

Faith in child. "From the first day of school, I try to make my children believe that I expect big things of them this year. Faith begets faith, and nothing is so contagious as enthusiasm. Giving each child a chance to show off his particular aptitudes, even to being the room's best clown, comedian, or fun maker, has restored confidence in many a child who otherwise was fast becoming a problem and a later failure."

Home room P. T. A. "I found that the parents of my children are my biggest problem. Hence we have *our own home room* P. T. A. every two weeks, with a committee of three mothers

that helps us get ready any display of school work. At these meetings, we have twenty minutes' discussion on our children's natures, their problems, behavior, needs, and how to meet them. I find mothers make sacrifices to be present when such interesting topics become the menu."

Group action. "Making certain misdemeanors a group project for consideration as to what should be done has been my best bet. Not only do wrong-doers fear most the social disapproval of their group, but the group discussions widen certain children's horizons of moral concepts, and their significance; and thus prevent many a child from slipping."

Substitution. "Playing marbles for keeps has caused no end of serious trouble, even to the degree that some parents become excited. We saved the day by the substitute response method. We organized several big contests and tournaments. Marble playing now was not for keeps but rather for acquiring skill for the tournament. The child must have an outlet or make one. I choose to help him find it."

Group activities. "Emphasizing of group projects, games, and pupil participation in government have served me best as means of saving and socializing the child. All these activities are life situations in their natural settings. Here we get an accurate cross-section of his real character. Thus, through these group activities I am at once furnished with the machinery for a correct diagnosis, as well as the most effective means of remedying the defect."

Responsibility. "I try to get the children to feel that the school, its equipment, and its life for happiness or boredom, is their project. In the degree that I can put the responsibility on them, in that degree we seem to succeed. Too often children have few responsibilities at home and are thus lacking in initiative, spirit of reliability, and enthusiasm for doing big things. Once I convince them that my theory is no 'scheme to put something over on them,' they initiate, invent, and carry through to perfection certain reforms and adjustments to such an extent that I am often greatly surprised."

Removing from home. "My several years of experience with junior and senior high school girls in the capacity of dean or advisor have convinced me that the best thing I can do for certain girls is to get them away from their home life. There are usually enough good homes in a community that can be prevailed upon to take in such girls, giving board and room for work. We have a Girls' Welfare Society made up of some of the finest

mothers in the city. They help me place girls in homes where, under the influence of a wise and sympathetic mother's care, worthy social aspirations are soon the vogue. Only homes that will make the sacrifice should be considered. But there are many childless homes, often due to the fact that the children have grown up and left. The girl is encouraged to go home for a visit over Sunday. Often the contrast of the old life and the possibilities of the new constitutes the most effective force."

Less emphasis on tests and examinations. "Cheating and lying in tests are too often caused by boys and girls who are behind in their work, but who are too ashamed to own up to it. Again, some teachers probably set too much store upon tests and examinations. The children fear our reproofs for low marks, hence resort to subterfuge. I have long since tried to remove the causes or sources of cheating by helping, or having the children help, those who are low in their work, by treating tests as diagnostic measures which tell us where to concentrate our drill. Fear is a terrible bogey with many children, and they will resort to almost any means to escape it. I am now working on the principle of having the class make up a list of questions on each unit of work as soon as it is finished. We file this set of quiz questions, using them a month later to pull ourselves up to 100%. They know about the 'curve of forgetting' and make and date their own examinations. There is no fear, hence no lying any more."

Ideals of bravery. "Boys usually admire bravery and hate cowardice. I try to get across how cowardly and craven are certain acts when dealing with certain phases of poor sportsmanship, selfishness, and lack of cooperation. It works."

Civic organization. "Snitching, that is, reporting a wrong, was taboo in my school until this year. Now we are trying to discriminate between tattling and a loyal American duty. If a child will not observe a certain code or rule after three warnings by his pals, there is only one honorable course left and that is to report him to the proper council or authority. Slowly, I am getting the idea sold. I feel that one of America's greatest weaknesses is our distorted notion about reporting crimes. How can officers bring offenders to speedy justice if we thus hinder when, as good citizens, we are pledged to help?"

Group action. "Group discussions of maladjustments have been our most potent force for good. Group discussion clears up hidden causes, explains certain actions, gives many children moral concepts, teaches them to think and reason out life situations, develops courage in facing the truth, though it may hurt

them or their friends, develops moral muscles, and helps them acquire a new way of looking at things. I'm strong for group discussion."

Special organizations and classes. "I say, get girls who are slipping or likely to slip morally into a girl's club or organization that emphasizes chastity and holiness of body. Probably an equally effective device is the subject of physiology. Our high school has separate courses in physiology for boys and girls, and the work is required. The course emphasizes biology, psychology, ethics, philosophy, sociology, as well as the pertinent problems of physiology so interesting to the adolescent boy or girl. In this course, the meaning of life, and how certain turpitudes defeat nature in her wish for success and happiness are elucidated. Boys and girls who may have perverted notions hear their pals who come from better homes express themselves freely and feelingly upon many personal problems. It sets them to thinking. Ignorance is the curse of young people. Our physiology courses are the most popular of all. The selection of the right teacher is the key."

Intra-mural athletics. "My pupils have learned more about 'fair play and square deal' in the twenty minutes volley ball tournaments at the noon hour than in any other way. We have twenty teams playing at once. The fellow who doesn't play the game is soon set right by his fellows."

Responsibilities. "I try to give the so-called bad boys responsibilities that carry with them prestige as well as practice in the virtues in which they are weak. *I do this before they get into trouble.*"

Group action. "During my six years in the junior high school with Grade VIII, such disturbers as those who talk too much in class or are annoying in the study period have always been cured by having the group (after it became thoroughly disgusted) put on some pantomime, dramatization, or skit taking off the disturber in such a humorous yet personal way that 'seeing oneself as others see you' was a lesson deeply learned."

Success. "We cure cases of uninterestedness in several ways, the best of which is seeing that the child succeeds at something and reaps the glory of his achievements in his comrades' eyes. Some of our pupils complained that the teachers 'nagged' them too much about their poor work but offered no help. We found that putting on a 'How to Study' campaign wherein half of the period was spent in helping the children develop good study habits was most worth while. Marked success in one subject

brought such satisfaction that interest and industry were transferred to other work. The failing child is the unhappy and often the problem child. Nothing succeeds like success."

City civic clubs help. "Probably the one factor that has helped us succeed most with some of our worst cases in high school has been that certain men in the Rotary, Kiwanis and Lion's Clubs have become sponsors, advisors, or 'dads' to certain boys. These clubs (and others like them) sponsor whole classes, and each individual member picks out some boy who meets with him once a week for a chat. Each sponsor helps his boy find desirable employment after school hours or on Saturday. He advises him about all his personal problems. This arrangement has all the virtues of the Spartan system without its vices. Women's organizations such as the D. A. R., P. E. O., Eastern Star, Women's Chamber of Commerce, and University Women's Club exercise similar service for the high school girls of our school."

Removing need. "Many cases of theft that have come to my notice as grade school principal had their source in some real or fancied need of the child. He, too, wanted things that other children had. His parents thought they were unable to afford crayolas, paints, pencils, tops, knives, etc., so in desperation he appropriated these articles. In the high school I have since found that helping boys to get positions so that they are able to earn money, lessened the amount of thieving. We must get at the source of the thieving first."

Understanding the motive. "Children are often very sensitive about their social caste. I once had a little girl from a poor family who visited her grandmother daily on her way home from school that she might sneak some little trinket. These she distributed among her little girl friends whose favor she was hoping to gain. I have about come to the conclusion that children's feelings are the most neglected and at the same time the most significant factors concerning their development."

Responsibility. "We have cured many high school students who thought us teachers cranky and too exacting about tardiness and promptness of handing in work by helping them get positions down town on Saturdays and vacation with very exacting and successful business men who brook no actions of this sort. Adolescents usually want to get out into the school of life and do real things. It is well that they get a taste of the lessons to be learned for success in that life. I try to make 'Peck's bad boys and girls' feel that I could not get along very well without them. Making them my helpers or assistants, seeing that they succeed

at something, and helping them get work for allowance money has never failed to influence substantially any case under my supervision."

Sympathy. "I have often helped girls and boys overcome their faults by telling them in private conference that I, too, used to have that very trouble, how I certainly understood and appreciated the fight they were making to overcome it. Often when children and teacher have something in common it cements their friendship."

A real job. "We work on the theory that it is often best for some types of high school students to quit school and go to work. This is usually true of those whose mental capacity will keep them from profiting further from school work. Even with some bright students, having them get a real, exacting job for a semester or year sends them back to school with a new vision. We place all students with reputable firms, keeping weekly check upon their progress, conferring with them, and inviting them to take part work in any subject that will help them out."

Conclusion

Many worth while inferences could be drawn from the above excerpts from teachers' statements. Taken as a whole, these paragraphs emphasize the need of providing a happy and stimulating environment wherein the children will have many opportunities to make choices, to get practice in those virtues that most need strengthening, and to learn how to live by living. The excerpts suggest that the two words, sympathy and understanding, are probably the key words in all remedial and social guidance work.

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SECTION III

WHY WILL SETTING UP DEMOCRACIES IN THE SCHOOL EFFECT CHARACTER GROWTH?

CHAPTER VIII

PUPIL PARTICIPATION IN SELF-GOVERNMENT

Why adults often fail to practice democracy. The undemocratic behavior of adults often appalls us. For example, early last spring the superintendent of schools in a small city was informed by his board that a ten per cent cut in teachers' salaries was imperative, since the maximum rate in school levy could not meet the present cost of maintenance. This alert superintendent had been expecting such a proposal. He had been working for weeks upon a closer articulation of grades, correlation and alternation of subjects, to the end that no cut in salary would be necessary. At the board meeting on this particular Monday night he presented his plan. It was admired and agreed to by all save one selfish, self-centered member. On the following day the superintendent was called to the bedside of his sick son in a neighboring state. He was out of town just fifty-one hours. But during his absence, this board member called a "sneak meeting," browbeat the other board members into rescinding their action of Monday night, and induced them to adopt a ten per cent cut in teachers' salaries.

As usual, the innocent suffered. For three years the children in this school system had been wholesomely happy under the careful supervision of this superior corps of teachers. But as a result of the board's action, more than two-thirds of the ablest teachers resigned. There was a new superintendent of schools, a new regime of teaching, and supervision quite in keeping with the low salaries and the low regard which this board member had for the rights of others. One of the most disappointing features in the situation was that, while the majority of the board members were among the so-called best citizens of the community, they were lacking in those strong moral muscles of fair play, courtesy, sportsmanship, and square shooting. They had never

learned to play the game of living on the level, when a fight was on. In a crisis, they chose the easiest way out, a way not becoming to citizens of a democracy.

But are these men to be blamed entirely for their despicable conduct? Where had they, as children, ever experienced for themselves democratic living? If, in childhood, they had lived in a democratic school environment, had served upon governing committees, had experienced the sting of humiliation when some member on the committee "double crossed" them in their absence, or had experienced the bitterness of having seen the group code, which had been so solemnly signed the day before, impudently broken and scoffed at, probably, as men, they would never have been partners to such petty, low-down politics.

Do Children Need to Practice Democracy?

How children learn the principles of a democracy. One of the great inconsistencies in American education today is that we have failed to realize the impossibility of preparing children *for* a democracy, save as it is done *in* a democracy. We agree universally that one cannot become proficient in the four fundamental processes of arithmetic, save as he practices those processes. We agree that we become good spellers by intelligent practice in spelling, and that we learn good literature in the degree that we live its lessons. Are self-control, cooperation, fairness, courtesy, thrift, and tolerance to be learned in any other way?

But in how many schools does the child get a chance to practice these fundamentals of living in the same degree that he gets a chance to practice the four fundamental processes in arithmetic? Is he not in far too many instances herded, bossed, and led about, as if he had no individuality? With what results? Soon he either loses much of his initiative and self-reliance or he develops an unruly attitude toward teachers and government. In either instance the failure is largely due to his having been denied practice in self-control and self-government.

Changes needed in our schools. The need of pupil participation in a democratic group ranks among the very first needs in

our American school system. Herein lies one of the greatest opportunities for practice in making wholesome social adjustments. From kindergarten through the university, democratic living must be practiced. When teachers have understanding of childhood and a faith in the idealism of children and youth, they will not often be disappointed in the way pupils shoulder the responsibilities of citizenship.

The ideal of the entire school life as the children's project, and its outcomes for happiness and success or sadness and failure as their responsibility, has seldom been sold to the teachers. Once the children realize that the teacher detests being a policeman and spy, but prefers living and working as a happy member of a happy family, then sufficient leadership, with its qualities of vision, courage, and wisdom, will be found within the group (the teacher helping) to direct that happy family. It is largely a matter of faith, sympathy, and understanding on the teacher's part.

Why Should Correct Forms of Behavior Be Emphasized in Early Youth?

Children are very plastic. They can be molded easily. They are plastic not simply because their nerves are tender and pliable, physiologically speaking, but because their nervous systems have not been definitely organized into a hard and fast set of reactions—habits. Childhood is then the seed time, as adult life is the harvest time, in character.

But how are habits built? Only by practice or exercise. The basis of all life, whether it be mental, physical, or spiritual, is activity. If the child's active, plastic, nervous organism is stimulated continuously by an environment in which dishonesty, cruelty, slovenliness, and sordidness prevail, then there can be only one result—a maimed, crooked, crippled, dangerous character. The S-R way of learning is nature's way—the only way. The stimulus begets the response. As is the stimulus, so is the response in early childhood. In a significant sense, the same holds true for and throughout all life. What we do, we are.

What we practice, we tend to become. We first make our habits and then our habits make us. Thus character is the sum total of all one's interrelated habits of feeling, thinking, and doing. Few realize how surely, subtly, and silently little habits of conduct settle down upon one, thus casting the form of his character.

William James says concerning habit-formation:

> Already at the age of twenty-five you see the professional mannerism settling down on the young commercial traveler, on the young doctor, on the young minister, on the young counsellor-at-law. You see the little lines of cleavage running through the character, the tricks of thought, the prejudices, the ways of the "shop," in a word, from which the man can by-and-by no more escape than his coat-sleeve can suddenly fall into a new set of folds.[1]

Why Should Training in Citizenship Be Stressed in The First Six Grades?

Some of the more significant reasons for stressing citizenship training in the elementary school might be summarized as follows:

1. Early childhood is easily molded, since the plastic nervous organism of the child has not become set.

2. Since exercise is the law of growth, the earlier the correct neural bond is made, the greater opportunity it will have to become strengthened through exercise.

3. Probably nothing else can so insure success in school and life-work as the early establishing of correct work and living habits, such as industry, initiative, perseverance, alertness, co-operation, honesty, and self-control.

4. The home gives most of the training in character during the first five years of the child's life. Hence, whether or not the home has done justice to its obligations and opportunities, the school's chief concern is to strengthen whatever has been started for good, and to destroy or supplant with right whatever has been done for bad.

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[1] Wm. James, *Principles of Psychology* (Henry Holt and Co., 1890), Vol. I, p. 121.

5. The home needs to be educated in the principles of child training. An intelligent and sympathetic school program for character-emphasis can be an instrument in this education of the home. The child will carry back to the parents ideas and ideals which will set them thinking about how to rear other children not yet in school.

6. Since a large number of children leave school soon after completing the sixth grade, the program for character training in the early grades must be made especially strong.

Why Should Training in Citizenship be Stressed in Grades VII to XII?

Some of the more significant reasons why emphasis should be put upon character growth in this period of school life are as follows:

1. Early adolescence is genuinely and passionately idealistic. Most conversions to Christianity take place in this period.

2. Early adolescence is the time of life's greatest expansion physically, intellectually, socially, and spiritually. Life widens in scores of different ways, any one of which, when pursued, may affect vitally the rest of life. Physically, boys and girls really attain selfhood. They have a new sense of power and a desire to use power as adults do. With boys, fighting, hunting, competitive games, exploring, migrating, and wanting to get a job are among the chief characteristics. With girls, a sense of independence, self-assertion, and resentment of too much "mothering" are evidenced.

Intellectually, memory and imagination are at their peak of plasticity. Impressions are readily received and easily become fixed. It is a time of hunger for books, of much reading and daydreaming. Adults who scoff at and ridicule the daydreaming ideals of these early adolescents are in reality missing a golden opportunity to help by directing sympathetically and understandingly their selection of literature.

Socially, the gang spirit is at its height in boys about thirteen years of age. That is also the time of camp-fire girls' richest

unions. Both sexes experience a great sense of group loyalty, group honor, and companionship. The social ideals and approvals of the "bunch" are the most powerful agencies for propelling or inhibiting certain actions. Team play supersedes individual performance.

Spiritually, boys and girls are crusaders. The children's crusades in the fifteenth century were not miraculous phenomena but rather the ripened fruit of adolescent freshness of life. Children at this age can be banded together for adventure in idealism to a point beyond adult comprehension.

3. Later adolescence (sixteen to twenty years of age) finds a waning of the gang spirit and a breaking loose from the group way of thinking. Boys and girls are now quite able to think for themselves. They have been making observations. They have pronounced feelings of what is worth while, intrinsic, and true. Their keen, discerning minds see a great chasm between the principles that men *profess* and those that they *live* by. Not having yet been fettered with the chains of custom, tradition, and conventionalities, they have a freshness of vision about what is truth that adults lack. Inexperienced regarding the inertia of habits, they think adults stupid and hypocritical. Young people thus grow impatient with antediluvian subject matter, inane and senseless methods. They demand proofs, facts, and logical conclusions before accepting a proposition. What an opportunity for parents and teachers to be lifted out of and beyond their complacent routine into new channels of endeavor, if they would but see some virtue in the enthusiasm of adolescence! What an opportunity for constructive growth of the social order is inherent in this later adolescence, if these youths were encouraged and trained to help adult life free itself from the ignorance, prejudices, and corruption that hinder wholesome, social living!

4. Directly out of high school into real life work go the majority of young people today. They are certain to meet with many disillusioning experiences in actual life. Will the training received in high school save them from group mistakes, costly errors, and a distrust for right principles and practices? Unless

the high school curriculum has been planned intelligently to meet these crucial life problems, the toll will be wrecked lives and half-successes, with here and there a few fortunate leaders. It is now or never for the high school teacher. Unless, in these last school years of her students, there are built up unshakable habits and ideals of right living, failure, for most of them, is inevitable.

5. The business world demands character first, skill and tact second.

"During the Money Trust Investigation by Congress in 1912 the late J. P. Morgan under the cross examination of Mr. Untermyer, stated that commercial credits depend upon 'money or property or character' but that 'the first thing is character.' Character comes 'before money or anything else. Money cannot buy it.' When a man gets credit in business, 'he gets it on his character.'[2]

"Not only do business men *demand* honesty but they *seek* the honest applicant. Bonding companies report a 50 per cent increase in embezzlements during the past five years. This crime wave involves educated, well-bred, normal youths of the present generation. It is not the mental or physical defective who is responsible for these violations of trust but the mentally alert and physically sound product of our better environment who indulges in these criminal practices. It is not a question of mentality, education or intelligence. It is the lack of those personal attributes of self-conscious honesty and integrity."[3]

"The National Surety Company (the largest bonding company in the world), has adjusted claims arising from over 72,000 thefts. It has organized the National Honesty Bureau for the purpose of teaching school children that dishonesty never brings real success and that honesty is the only wise and honorable policy."[4]

This same surety company had to pay out about three billion dollars last year because of dishonest practices of some of those whom it had insured and trusted. Business men, when interviewed as to what virtues are lacking in high school gradu-

[2] *Character Education in High Schools,* Board of Education, N. Y. City, August, 1924, p. 118.

[3] Ibid, p. 117.

[4] *The Honesty Book* (published by the National Honesty Bureau, created and maintained by National Surety Company), p. 8.

ates, enumerated as most essential the following: honesty, reliability, industry.[5] These three habits are acquired in the same way as the habit of correct spelling, namely, by much practice with satisfaction. The progressive school should provide many opportunities for the practicing of such virtues.

6. Youthful failures in business are too frequent. Agnes S. Boysen, in the Sixth Yearbook of the Department of Elementary School Principals, reports that in Minneapolis business men were asked to give reasons why boys and girls were not making good as employees. Their answers were:

"They lack responsibility."

"When they finish a job they expect some one to give them another, rather than being alert and finding one for themselves."

"They want to be told what to do and when to do it."

"It seems necessary for someone to stand over them continually, so they will not waste time."

"They do not cooperate. If someone criticizes them, they are disagreeable for the rest of the day. They object to taking orders and argue with the people who are directing their work."

"They are not punctual. They are very much afraid that they may work a minute overtime."

"They have no feeling of loyalty toward their employer."

When asked if they ever dismissed a boy because he was poor in arithmetic, spelling, or writing, they replied that if a boy were on the job, pleasant, and not afraid to work, they were willing to take care of the other things.

The statements in the above quotations emphasize the need of our schools becoming laboratories in which pupils experience the value of such traits as initiative, industry, loyalty, punctuality, and responsibility. Through home rooms, student councils, assemblies, and clubs, the pupils can, with wise and sympathetic guidance, assume much of the management of the school, thus getting many opportunities to practice such virtues.

7. The students, themselves, feel the need of citizenship training. Students in several junior and senior high schools were asked the following question: "Does school train us morally?"

[5] Board of Education, N. Y. City, *op. cit.*, p. 87.

The following responses are characteristic and represent rather definitely the opinions of these groups:

"High schools give character training in everything but tests. Sports, R. O. T. C. and clubs help to make better citizens, but in tests cheating of every form is used. Copying from the book, asking questions across the aisle, bringing notes to class, all these are used to help the grades along. If less stress were put on grades by the teachers and more on knowing the work there would be less cheating."

"Character training is given in the grammar schools but not much in high schools because the teachers are too interested in their subjects to want to stop to give moral training."

"The worst things are cheating, stealing library books and lying, and the punishments are not severe for these. Teachers do not talk enough about honesty, but then I don't blame them because only a few of them could get it over, and if they tried and failed, it would be worse than not to do anything."

"I think that all pupils caught cheating or lying should be sent to some teacher who could put it over."

"Schools, especially high schools, do not give moral atmosphere, because they are too materialistic. Subjects should not be taught as separate units but as a step or means to show the why and wherefore of man. . . . History should be taught to explain human nature, literature for its beauty and explanations of life, and science to improve the surroundings of man, the highest form of life, while art should be taught merely for appreciation."[6]

What Virtues Should Children Practice?

What virtues should children choose and learn to practice with satisfaction, if good citizenship is to be realized? This problem was considered by 603 grade teachers and 312 junior and senior high school teachers in nine cities in Missouri. They observed and checked closely for one semester the behavior of their pupils. The authors supplemented their findings with data gathered from other sources. Thus the 118 virtues listed on the succeeding pages are a compilation of data collected from three different sources: (1) those virtues which teachers and children decided were most needed in school and home life; (2) those virtues listed by Dr.

[6] *Los Angeles School Journal*, Feb. 13, 1928, pp. 36, 42.

M. C. Towner[7] in his doctor's dissertation; and (3) those found in twenty-six state and eleven city courses of study. There are probably other virtues that should have been added. But even in this list of 118, several are so nearly alike as scarcely to warrant a separate classification. For example, the following virtues are listed individually: accuracy, carefulness, and thoroughness. All could, in all probability, be learned in most life situations where accuracy alone was needed.

The final list of 118 virtues ran as follows:

Honesty, cooperation, accuracy, initiative, courtesy, cleanliness, punctuality, obedience, self-control, altruism, fairness, sportsmanship, creative thinking, thrift, patriotism, industry, perseverance, sympathy, courage, respect, service, self-confidence, ambition, patience, reliability, confidence, kindness, neatness, appreciation, forgiveness, tolerance, cheerfulness, generosity, alertness, self-reliance, thoughtfulness, interest, chastity, reverence, happiness, justice, efficiency, orderliness, truthfulness, resourcefulness, determination, modesty, democracy, adaptability, imagination, poise, thoroughness, humor, sincerity, unselfishness, safety, self-respect, trustworthiness, helpfulness, independence, loyalty, gratitude, politeness, foresight, purposefulness, decision, economy, temperance, vision, idealism, faith, carefulness, skill, earnestness, joy in work, regularity, purity, contentment, criticism, enthusiasm, gentleness, friendly interest, integrity, dignity, persistence, faithfulness, prudence, eagerness, understanding, self-sacrifice, truthseeking, endurance, trustfulness, perfection in work, hospitality, calmness, chivalry, simplicity, inspiration, conservation, mercy, humility, fidelity, compassion, strength, ideal love, adventuresomeness, devotion, fearlessness, tenderness, admiration, wonder, reciprocity, sensitiveness, stewardship, heroism, and resignation.

Both high school and grade teachers were next asked to list these 118 virtues in order of their importance. Only those virtues are listed which received the vote of two-thirds or more of the teachers. In both lists they are reported in their order of importance according to the judgment of the teachers.

[7] Milton C. Towner, *Sources of Material for the Curriculum of Religious Education*: University of Iowa, 1924.

Virtues Listed by Teachers for Grades I to VI

1. honesty
2. cooperation
3. accuracy
4. initiative
5. courtesy
6. cleanliness
7. punctuality
8. obedience
9. self-control
10. altruism
11. fairness
12. sportsmanship
13. creative thinking
14. thrift
15. patriotism
16. industry
17. perseverance
18. sympathy
19. courage
20. respect
21. service
22. self-confidence
23. ambition
24. patience
25. reliability
26. confidence
27. kindness
28. neatness
29. appreciation
30. forgiveness
31. tolerance
32. cheerfulness
33. generosity

Virtues Listed by Teachers for Grades VII to XII

1. honesty
2. cooperation
3. accuracy
4. self-control
5. initiative
6. courtesy
7. creative thinking
8. obedience
9. punctuality
10. industry
11. cleanliness
12. sportsmanship
13. patriotism
14. thrift
15. reliability
16. fairness

A comparison of the first sixteen virtues chosen by both grade and high school teachers is interesting. Note that the sixteen chosen by the high school teachers include fifteen of the first sixteen listed by the grade teachers. The first thirty-three virtues receiving the highest ranking among high school teachers differed only by six from the grade list of thirty-three. The high school list included chastity, simplicity, reverence, efficiency, loyalty, and joy in work, and omitted respect, patience, confidence, kindness, neatness, and appreciation. These last five were ranked by the high school teachers as follows: 36, 34, 57, 38, 39, 46, and 48 respectively. From these data one might infer that the child's

short-comings in citizenship in the first six grades were not corrected but became "carry-overs" into his high school life.

What Principles Are to be Observed in Teaching These Virtues?

How shall the thirty-three virtues chosen by these teachers be realized in the lives of children? Certainly not by teaching one each week, beginning with honesty and continuing through the list. No procedure could be more foolish, fallacious, and bound to fail. Virtues are not learned singly nor in isolation. They are best learned in connection with problems arising out of group living, out of children's own experiences or life situations. Probably half a dozen or more virtues would be seen and felt in one situation. Virtues must be lived to be learned. Both the material and method for the best learning of these virtues will be found in individual and class creative enterprises, group activities such as clubs, and group problems involved in living together. These daily life situations and endeavors are realities to children. Here they are face to face with unhappy and unsuccessful ways of doing things and getting on together. Under such circumstances, the children recognize their difficulties and are moved as never before to find a satisfactory way out.

Too often in the past we have tried to give training in citizenship through the mediums of reading heroic stories, studying pictures, or listening to happy or unhappy experiences far removed from needs felt by the child. These mediums are not to be supplanted; they should supplement the real life situations of the children by giving them broader concepts and deeper insight regarding their problem and its solution. But the chief emphasis should be placed upon real life situations.

When we use the life situations of the children for our medium of character training, there is no setting up of hypothetical conditions. The time, place, setting, and characters in the drama are real. Members of the group have been selfish, unkind, untruthful, or unfaithful. Face to face with this reality of their own creation, they feel the need to consider and adjust. Many

administrators and teachers try to operate the school life of the children with as little friction as possible. To this end, all rules, regulations, and activities are planned and directed from above. The teacher is master of ceremonies. But can self-control, the spirit of cooperation, obedience, industry, and honesty be learned economically when teachers and administrators entertain such attitudes?

How are children to learn best to hate selfishness and to love service? Out of their own attempts, failures, and successes at group living, and with the intelligent guidance of the teacher, will come clear insight and deep feelings of right. If this philosophy is true, then why not welcome every flexible form of school organization that will call forth group experiencing in this business of living peaceably and progressively together? Why be afraid of pupil participation in making the rules and regulations that govern the group's activities from the passing of lines to the preparation of tests for the daily, weekly, or monthly examinations? If the learning of self-control, thoughtfulness of others, and patience comes mainly through living and practicing them, why mock and fake by trying to teach them otherwise? We follow the laws of learning quite implicitly in teaching the formal skills. Why forget them when we turn to character? Self-realization of the individual or of the group cannot be taught but must be achieved through experiencing.

When Should a Citizenship Program Begin?

The citizenship program should be initiated the first week of school. Then pupils are more or less new to conditions changed from the preceding year. Group friendships, cliques, cleavages, and disorderly conduct have not as yet had time to form. There is considerable milling around, an unsettled state of interest, and a lack of focalized effort on any project. The pupils are fresh from vacation; hence they are ready for some centralized group action. Usually, pupils have to wait until athletics get under way before they have an outlet for this pent-up "pep" and impulse "to go." Why not take advantage of this chaotic state by uniting the pupils

in every room throughout the building in some creative group activity that has citizenship for its aim? In the two following chapters are presented devices that have been experimented with and proved to be successful in initiating and carrying out citizenship programs.

Conclusion

1. Since, in a democracy, there are so many opportunities outside the law to be neighborly or to be niggardly, to be helpful or to be harmful, to be kindly or to be detestable, the need of training boys and girls to think, feel, and do the right in their human relationships becomes vitally important.
2. The fundamental aim of education thus becomes the preparation of the youth for successful group living.
3. But happy and effective group living is a matter of having learned to make, easily and happily, certain desirable social adjustments.
4. Children learn to make these wholesome adjustments in exactly the same way that they learn to read and spell, namely, by practice with satisfaction.
5. But this practice with satisfaction of those virtues necessary for effective democracy can best be learned in the "give and take," "squabbles and compromises," tense and crucial life situations inherent in all group living.
6. Out of these heated controversial discussions concerning the rights and duties, "oughts and ought-nots" of the individual and the group, will come deeper and richer meanings concerning many crucial problems involved in group living.
7. In the degree the school becomes a miniature self-governing society, is it preparing children *for* a democracy *in* a democracy.

CHAPTER IX

THE HOME ROOM ORGANIZATION

Self-government in the sense of turning over the management of the school entirely to the student body is stupid. But student cooperation and student participation in the administration of the school are highly desirable. We shall probably succeed only in part if we set up student governing organizations too rapidly. Student government cannot be created. It must grow. It is in this growing that intrinsic values inhere for the pupils. The half-successes, near failures, and final grand triumphs lived through by pupils who put over a workable plan of student participation in self-government afford them many varied moral, political, and social experiences. Out of these vicarious events come deeper insights and broader meanings of what constitutes justice in a democracy, as well as what are one's duties and rights with regard to organized institutions and their officers.

What General Principles of Organization Should be Observed in Setting up Student Government?

One of the most effective examples of student self-government is that of the William Penn High School of Philadelphia. It has stood the test of years. It is now under the supervision of Mrs. Lillian K. Wyman, whose suggestions are significant:

It must be understood from the outset that this [pupil participation in self-government] is no crutch for the support of a weak faculty. The real teaching of democracy is always more strenuous than the practicing of mere autocracy. But it is also much more worthwhile.

From our own experience we are inclined to say that there are certain necessary elements in successfully launching this project.

1. The Principal must be thoroughly in sympathy with the idea and ready always to give it his hearty support.
2. The faculty must give constant cordial cooperation and constructive criticism.

3. The Faculty Advisor or Sponsor, chosen by the Principal, should give all of her time to the work in any school of over a thousand students.
4. The request for student government should come from the pupils themselves and be carried out by them, properly guided and supervised.

The failure successfully to establish student government we have observed has generally come from one or more of the following causes:

1. Having the system imposed from above. It should come from below, enthusiastically backed by the students.
2. Trying to impose on a school, not ready for it, a highly developed system, successful elsewhere, but unsuited to local conditions. Student government should be begun in a small way and worked out gradually as occasion demands.
3. Uninterested or unsympathetic attitude of Principal or faculty.
4. Lack of any one person, a Dean, Advisor, Sponsor or whatever he or she may be called, who has at least some administrative and executive ability and sympathetic understanding of young folks, who is responsible for its success, and *who believes in it.*[1]

What Are Some Specific Principles to be Observed in Setting up the Home Room Organization?

The home room organization is probably the simplest and most effective plan to use when initiating a student government program. The "home room plan" signifies many things, chief of which are:

1. Each home teacher meets daily for a short period in her room (known as home room) with a certain group of pupils that has been assigned her for advising, helping, and sponsoring.

2. During these daily "home room periods" such matters may be considered as (1) recording of attendance; (2) straightening out disciplinary difficulties which a member of this group may have had with other teachers or pupils in the system; (3) making important school announcements; (4) giving suggestions to members of the group needing help; (5) providing a homey, fam-

[1] Wyman, Mrs. Lillian K. From preface of William Penn Pamphlet on Student Government.

ily attitude in this group civic meeting; (6) having discussions by the pupils of topics or problems of interest to them; and (7) putting on home room programs.

In rural schools and in all grade schools where the work is not departmentalized, the teacher, of course, has the same group throughout the day. In such instances, this daily home room civic period may come at any time, preferably the first or second period, when the pupils are fresh. But in high schools, as well as those grades operating under the platoon and departmentalized plan, it is necessary to have these civic home room periods at the same time, but as early in the day as is convenient.

The assignment of pupils for these home room groups may be made in several ways. Some principals take the enrollment cards of each grade or high school class, mix them promiscuously, and then "deal" them, giving thirty or more to a group, regardless of alphabetical arrangement, mental age, or sex. Such a selection, they believe, tends to break up "cliques" and provides a mixed group not unlike an after-school situation. Others select the pupils from the alphabetical arrangement of the cards in the filing case. They claim this method has all the advantages of the preceding plan, plus an added administrative advantage—that of knowing almost instantly where each pupil is during the home room period and what home room teacher is responsible for him. For example, a special card index is made as follows:

Room No.	*Pupils' Names*	*Advisor's Name*	*Advisor's Phone*
14	A to An	Miss.....	.....
15	Ao to Bal	.....	.....

Still other principals try to give to each teacher in so far as is possible, pupils that she has in some study or recitation period. All three schemes have their merits. Not the allotment of pupils to home rooms, but rather what is provided for them there is the significant factor.

The time and length of meeting also vary in different schools. Some schools have two short home room periods daily of ten and three minutes each, in the morning and afternoon respectively.

Needless to say, such an organization is not worthy of the name "home room civic period." Rather is this a make-shift device to serve some administrative need, such as keeping the daily attendance, making announcements, and selling tickets for athletic contests. In some junior and senior high schools where the home room program is well worked out, a regular class period is used daily for this civic meeting. The length of time to be given daily depends upon several factors, such as: maturity of pupils, experience, preparation, and enthusiasm of the teachers in this work, and the kind of home room activities that have been outlined for the year.

With children in Grades I to VI, inclusive, fifteen to twenty minutes daily have been found sufficient. Pupils in Grades VII to XII, inclusive, have enjoyed a daily meeting from twenty to forty-five minutes in length. When the periods are short—twenty minutes or less—it has been found advantageous to have two double home room periods each month. The double period gives ample time for pupils in the home room to put on a program of real merit.

What Advantages Do Pupils Recognize in the Home Room Organization?

About three thousand pupils, of whom approximately five hundred were rural children and sixteen hundred were junior and senior high school students, were asked to write in a sentence their answer to this question: "Why do you like or dislike the home room period?" Less than a dozen expressed positive dislike for the organization. These pupils challenged the right of other pupils to "call them down" and to set penalties. A few said the home room period lengthened the day unnecessarily. Several pupils used the occasion to suggest how the home room period could be improved. Following is a representative list, including practically all the reasons given by these three thousand pupils for continuing the organization:

"It is one time in the day when we can relax and talk things over about ourselves and our school."

"It not only keeps interruptions out of the classroom but gives us a relief from the class questions which are not so interesting."

"It is one place where we may get well acquainted with a number of pupils that we will go to high school with."

"We don't need to think and talk about our lessons at this period."

"We don't need to study and recite in this period."

"It helps us more than other exercises to get ready for future life."

"It breaks the monotony of studies."

"Here we can think freely about our problems."

"Because it is a news center of school activities."

"Because it teaches the laws and regulations necessary for the welfare of the school."

"It has helped me learn the value of cooperation."

"It has taught me to think more about what the school needs than of myself."

"It has taught me to save and to like it."

"We learned about great men and it made me want to be like them."

"It got me over being bashful when having to stand up and talk."

"It helped me learn to think before I spoke."

"I was never very enthusiastic about helping and boosting before."

"It has taught me to see the value of business methods in meetings."

"It has influenced my habits more than anything else in school."

"It has been such a pleasure to go to this room."

"It has taught me to give and take in discussions."

"I never before knew that I could debate so well."

"I can now mix better with other people."

"It has made us all feel the value of courtesy and politeness."

"We learned to appreciate the service that people in other lands gave to America."

"It has taught me that cooperation will get one further along in the world than competition."

"Self-consciousness was my failing for years but I am cured now."

"It made me like school and books."

"Taught me how to study."

"Have some place to go for advice when in a scrape, and a help in meeting the principal."

"Has made me more self-reliant and confident."

"Here we found that we had many talents in the room that never had been discovered."

"We learn the value of team work and loyalty here."

"It is one place where we can ask questions about things that are interesting."

"I have learned how important it is to be accurate, thorough, and to do my best when speaking."

"It makes each and every one feel that he is part of the school."

"It gives us all a chance to have a say in the kind of school we want."

"No place else have I learned to control myself as I have here."

"Prepares one for leadership and life."

"This room has helped me save time, money and become a better student."

"One's conduct is always before him and we like to learn to behave."

"It has taught me good sportsmanship."

"It has taught me to fit in with other people and to adapt my ideas to other people's ideas."

"Taught me that the best things for the school are the best things for me too."

"Seems like home but the rest of the building like school."

"Has taught me to get things done on time."

"Makes each one think he is just as important as any one else in running the school."

"It is the place where our everyday problems confront us for discussion and action."

"It gives us all a chance to do something for the school."

"Has lessened my tardies. Last year I made twenty, this year none."

"It has made us good housekeepers."

"We have beautified our grounds and built up a good library because of our discussions."

"It helps strange pupils to get acquainted and to learn about our school spirit."

"It makes our assemblies better."

"It gives pupils more responsibility."

What Advantages Do Teachers Recognize in the Home Room?

For the most part, teachers who have tried the home room organization in some form feel that it is a good thing for the school, for the teacher, and for the pupils. They gave the following reasons why it should become a permanent part of the school day:

1. The group is small enough to give every student a chance to serve upon one or more active committees, councils, patrols, or other form of executive service. Since we adore and support a cause largely in the degree that we serve it, pupils thus in service learn to feel that this school and this organization are theirs.
2. The group, being small, feels the personal responsibility keenly when called upon to act as a *court of justice* for the violation of its own rules or codes by some of its own members.
3. The size of the group gives each child a chance to speak his mind frequently in the civic club, court, or disciplinary meeting, thus giving each one an opportunity to grow in moral courage and judgment.
4. The size of the group is conducive to the forming of close friendships and broad sympathies, as well as the placing of responsibility directly upon every member.
5. The group is large enough to afford an audience for room dramatizations. By having a double period (40 minutes) twice each month, the members of the group can put on a worthy home room program. The big advantage of such a program over that given in the auditorium is that the number of children who can take part each time is multiplied by the number of home rooms in the building. The assemblies alone cannot give enough practice in public appearance for all pupils. Schools having the platoon plan, with daily auditorium expression classes for each grade, supplant efficiently these special home room double periods.
6. The home room grouping appeals to the "gang impulse" and the craving for work in competition with other groups.
7. The home room period lends variety to the day in that the pupils feel that this is one place where their problems, their plans, and their ideas will receive fair and sympathetic consideration by their colleagues.

8. Following is a sample of the value of the home room civic organization as seen by the superintendent[2] and teachers in a small city system:

Conditions *before* home room, pupil participation in government was organized:

(a) Attendance was poor.
(b) There were many tardies.
(c) Class fights were common.
(d) There was pupil-teacher antagonism.
(e) The general discipline and morale was not good.
(f) There were many cases of truancy.
(g) Pupils in high school declared holidays and took them.
(h) Office discipline cases were common.
(i) Assemblies were noisy.
(j) Money from plays and games was used to launch foolish student enterprises.
(k) The Board was often called upon to pay bills for extra-curricular activities.

Conditions *after* home room, pupil participation in government was organized:

(a) Pupils move freely in corridors and about the building.
(b) Pupils manage the assemblies and there is no confusion.
(c) There have been only one or two office discipline cases to date.
(d) Freshmen find themselves more quickly.
(e) The spirit of faculty and pupils is improved.
(f) Extra-curricular activities are self-supporting and there is money in the bank.
    (1) A budgeting system has been worked out by the pupils and teachers.
    (2) All finances are in the hands of the pupils with faculty advisors.
(g) Pupils take a pride in their rooms. Most of the rooms have raised money (chiefly through pupil donations) for redecorating the home rooms. The pupils have done the work. Boys and girls stayed after school to work. Some scrubbed the woodwork, some cleaned the walls, etc. This work was *initiated* by the pupils.
(h) Pupil delegations come to the office nearly every day for advice, permission, or help on some improvement project that they have in mind.

[2] Nelson E. Viles, Neosho, Missouri.

(i) We feel that the town as a whole is giving some recognition to the changed morale in the schools. The Commercial Club now invites pupils to its meetings so it may keep in touch with the citizenship endeavors of the young people.

What Objectives May be Realized Through Home Room Organizations?

The enriching of the child's personality is the primary objective of all home room organizations. But there are several minor, component objectives to be realized in the home room before the poised personality is achieved. Some of these minor objectives might be:

1. To provide the pupil with a school home which approximates the sympathy, understanding, and wholesome stimulation of the best homes in the community.
2. To enrich the cultural life of the pupil so that he is at ease everywhere. That is, to give him an opportunity to learn of interesting persons, places, and things not stressed in the class recitations.
3. To furnish the pupil the environment and guidance which will help him learn to adjust himself easily and effectively to all trying social situations.
4. To help the pupil form habits of personal efficiency in both work and leisure hours by helping him discover why he is failing in some situations.
5. To provide a school atmosphere which will stimulate the pupil to participate zealously and constructively in the democratic life of the group.
6. To provide a school period daily wherein the most desirable attitudes toward human relationships would be considered and practiced.
7. To provide an atmosphere which daily will start him off enthusiastically and manfully to meet his several, trying life situations.
8. To provide an atmosphere of solace and comradeship which will strengthen and guide the pupil when he fails.

Into What General Types Might Subject Matter for the Home Room Periods be Divided?

The subject matter for home room discussions and activities might well be divided into two general types, (1) providing social

and cultural topics for discussion, and (2) pertinent life situations of the group which must be met successfully now to insure future success and happiness. This classification has value simply as a means of allocating and describing certain problems that are interesting and of intrinsic worth to the pupils.

The first type includes interesting topics and problems which have a high social and cultural value because they broaden one, giving him new or additional knowledge, outlook, and pleasures. Examples are such topics as the value of good health and how to attain it; advertising, its uses and abuses; the lives of some of the world's great artists and their masterpieces; and the courtesies that mark the truly cultured.

The second type is concerned with actual life situations of the pupils themselves that need to be adjusted *here* and *now* if the life of the group is to be most effective. It would include such problems as buying flowers for a sick classmate; devising some means of honoring a member of the group who has done a meritorious piece of work; or eliminating unsportsmanlike conduct in assembly, at football games, in the cafeteria, or on the way to and from school.

What Topics Are Representative of the First Type?

Through experimentation, the following topics were found to have high cultural and socializing potentialities and to be of interest to home room discussion groups:

1. Courtesies of the truly cultured.
2. School loyalty.
3. Thrift (in all things).
4. Good manners and charm.
5. Good health.
6. Parliamentary rules.
7. Evaluation of traits common to officers.
8. Value of a character analysis chart.
9. Improvement of study habits.
10. Leisure time: How great men have used it to relax and how civilization has profited because masterpieces were imagined and completed in these hours.
11. Advertising: its need, use, and abuse.

12. Art: The life and works of great painters, sculptors, musicians, and architects.
13. Science: its heroes and their contribution to civilization. (For instance, France places Pasteur ahead of Napoleon.)
14. School rules and regulations: necessity for them and suggested changes.
15. School organizations: Why they should be supported, their scope, their value, and ways of improving them.
16. Crime in our community: Probable causes and how we could assist the officers.
17. Beautifying one's environment: School and grounds, home, community, highways, architecture, landscaping, etc.
18. Personal appearance (as affected by selection of suitable clothing, care of body, discreet use of cosmetics, etc.)
19. Vocations: General qualities needed for success in any vocation; means of evaluating a vocation as to cost of preparation in time and money, possibility of advancement, effect upon health, home life, leisure, and cultural demands.
20. Good summer camps.
21. Law: Its origin, its purposes as revealed through study of the lives of great lawgivers—Moses, Draco, The Gracchi, Napoleon, etc.
22. International politics.
23. Success: What is it?
24. The true meaning of some of our anniversaries. (The preparation of a program befitting the spirit of them. Is Armistice Day fittingly celebrated?)
25. What college to attend.
26. Biography: its value; a study of the twelve men who have been of greatest service to mankind.
27. Our modern poets. (Who are they? Reading of some of their verse.)
28. Travel: Significant scenes in our community, state, and country. (Often there are beautiful natural scenes which are not visited by the inhabitants of the community itself but which tourists come hundreds of miles to see.)
29. Personality: What it includes; how to improve it.
30. Budgeting. (Time, money, energies.)
31. Habits: The psychology of their formation, their strength, value in life. The listing of life situations in which fixed habits would make for efficiency.

32. Student government: Function of its organizations, duties of each, suggestions for improvement.
33. School traditions.
34. Ethics of the modern girl.
35. The characteristics of a gentleman.
36. Household management.
37. Religions of the world: their leaders, their oneness in fundamental aims, etc.
38. What the business world thinks and demands of us.
39. Astronomy: Appreciation of the wonders of Nature.
40. Personal efficiency: What is it? (A study of the lives of efficient scientists, captains of industry, political leaders.)
41. Manners and good taste.
42. Prejudice and intolerance in the world today: Their origin, curse to happiness and progress, their cure. (Certain publications by James Harvey Robinson, Van Loon, and Wells might help here.)
43. Modern inventions: The great strides made this past year and some proposed goals soon to be realized.
44. Modern drama and dramatists: What are some of the best plays that one should see?
45. Moving pictures: Their value, some of the best new pictures; the vitaphone and the movie.
46. The best books of fiction and non-fiction: Where to find reliable reviews of books and articles. What are some good magazines for busy people?
47. The news and newspapers: What news is authentic, what is probably biased? Constructive criticism of newspapers.
48. Humane education: The effect of cruelty to animals upon us, as well as upon the animals. (Much free authentic literature may be obtained from national organizations interested in this field.)
49. Stories of unsung heroes. (The human herd is quick to go wild over a spectacular feat accomplished often by accident and dare-devil ignorance, but fails to acclaim such worthy deeds as those of the priest who voluntarily served in a leper colony, of the five miners who for 72 hours risked their lives to save their entombed comrades, of the divers who permanently impaired their nervous systems trying to rescue men imprisoned in a sunken submarine, etc.)
50. Human happiness: What is it, how have others found it, what is the secret?

Three high schools under widely varying conditions are using these fifty topics as a nucleus to which the junior and senior high school students add other significant topics. When the students consider the list complete, they will be asked to allocate the topics among the six years of high school, to outline them for discussion purposes, and to add selected references to source material.

What Topics Are Representative of the Life Situations of Pupils?

In two investigations, attempts were made to ascertain from pupils themselves those life situations and personal problems of greatest interest to them. The results are presented in the following pages.

INVESTIGATION NUMBER I

In order to determine what material would be particularly interesting to junior and senior high school pupils for home room discussion, the cooperation of eleven small city systems and one high school in a large city was secured. The pupils in these schools were asked to write down the one or more big questions which they would like to have discussed in the home room. No names were to be signed to any paper. The request received an earnest response.

Tabulation of these questions showed that the same one was often asked by a score or more pupils. The complete list of 208 questions was next submitted to 2,200 junior and senior high school pupils in three other small school systems and one large city high school for the purpose of ascertaining which of the 208 they thought most interesting or important for home room discussion. The following 124 questions representing personal problems and life situations were the highest in order of frequency of mention by pupils:

1. Can one always be courteous and speak the truth? What should I say to a girl who asks me if I like an unbecoming dress? To a friend who has come at an inopportune time, or who stays too long?
2. Why is there a lack of sympathy between teachers and students in our school?

3. Does loyalty mean that we cannot pain a friend and still be loyal?
4. What action should one take on finding that a friend has spoken disloyally of one?
5. Is bad conduct disloyalty? A bad recitation? Bad manners?
6. What movement can we launch that will develop loyalty to our high school?
7. How can I refuse to conform to the practices of my group and yet retain its good will? For example, smoking among girls, cheating on tests, etc.?
8. How can I be a true friend?
9. What shall I do when a close friend asks me for help in a test?
10. How can we develop responsibility in our group for certain standards that we once agreed to try to live up to?
11. Why do certain fellows get such a "kick" out of breaking up school property, breaking rules of the school and town?
12. What shall I do when attending parties where drinks are served and other girls smoke?
13. How can I help other fellows stand up for what they believe to be right?
14. How is a boy to know when and in what way to say "No"?
15. I feel the need of forming the right kind of habits. What is the best way to form habits?
16. How can we break up gambling among students?
17. What is the difference: some people play cards for money; other highly esteemed church members play in bridge clubs where the losers buy the dinner?
18. What is wrong with swearing if you do not use the name of the Deity?
19. What is the harm in a little drink once in a while other than the slight injury to one's health?
20. Whom does cheating in school injure? Under what circumstances ought one student to help another on notebooks and problems?
21. How can we break up cribbing in our room during tests?
22. Why do teachers of English object to our using slang?
23. How can we break up dishonesty in our home room and school life?
24. How can we get our crowd to quit stealing, swearing, telling smutty stories, and so on, in the locker rooms and gymnasium?

25. How can we make the fellows feel the necessity for hard training and strict obedience to training rules (athletics)?
26. What are the characteristics of a true leader?
27. How can I develop strong will power?
28. How can a fellow overcome being discouraged with life, school, and friends?
29. How can I effectively develop my personality?
30. How can one who is naturally shy and quiet become more sociable?
31. What are the advantages in being able to talk well? Has it any money value? What qualities make one a good talker?
32. How can one increase his vocabulary most effectively?
33. How can one conquer timidity? Awkwardness? Lack of warmth and sympathy?
34. What books can I read about how to know one's self, one's powers, and abilities?
35. What should guide me in choosing my associates?
36. Why will some fellows, yes, even girls, insist on being poor sports?
37. How can a boy without family backing gain success?
38. Do clothes, family, and riches help one get on in school and life more than hard work and ability? Where can we read the facts about this?
39. What should a fellow do when others belonging to certain organizations, act as if they were much better than he, completely ignoring him?
40. What is the best way to stop our crowd from making remarks detrimental to another's reputation?
41. How can we convince our group that snobbishness is petty?
42. How can we break up class distinctions among students?
43. How can we students who do not belong to secret organizations keep from feeling that we are not so good as those who do?
44. Would it be a good thing to challenge the fraternity and sorority students to a debate upon the question: Resolved that fraternities and sororities in high school are un-American?
45. How can I tell what is showy in dress? in conversation? in the home? Why do people "show off"? Is it to hide an inferiority complex?
46. What is the minimum and the maximum amount that high

school girls should agree to pay for their school dresses and their party dresses?

47. Should high school girls wears uniforms?
48. What are some of the common faults in dress noticeable in high school?
49. Why do some girls use so much powder, rouge, and lipstick?
50. Is powdering and rouging in public on the same plane as attention to nails or teeth in public?
51. Why do girls have to be more moral or careful of their actions than boys? Is it fair that they should?
52. Many of us girls cannot get "dates" unless we consent to "petting." How can we organize against this?
53. Is there any real proof that drinking and smoking hurt girls more than boys?
54. Is there anything wrong in having high school and home dancing parties?
55. Should a student in high school have a "steady"?
56. Just what is wrong with "petting"?
57. Can't the love of a boy and girl be as great and as lasting as that of older people?
58. Is it all right for a boy of one religion to go with a girl of another?
59. What things should be thoughtfully considered before getting married?
60. How is it a boy never likes to take his sister with him?
61. How can we convince our parents that we ought to be allowed to bring our company and associates home for a party or for dinner?
62. How can we get our parents to be pals with us?
63. What is it that makes some homes so happy?
64. How can there be less friction at home when all concerned have bad tempers?
65. How can one get along better with his father?
66. Having lost the confidence of my parents, how can I win it again?
67. How far should parents go in sacrificing for their children's education?
68. Should parents decide what college one is to attend?
69. Should parents choose the life work for their children?
70. Is it ever right to act in an important matter without consulting one's family?

71. My parents expect me to be in by 9:30 every night. What is a proper time, and what should I do about this?
72. Should pupils of high school age have an allowance? Should they be made to live within it?
73. How can I make my home more attractive?
74. How can we get our parents interested enough to come to school and see our exhibits or attend our contests?
75. How can we get our parents in sympathy with our times?
76. Can a boy work his way through school and college and hope to compete successfully both in school and in life with those who do not?
77. What are some objections to a student's earning money while going to school? Are they sound? Should we earn money in vacations?
78. How can I earn money during vacations?
79. How can we convince our parents that it is too hard to work one's way entirely through school?
80. Would it be an advantage or a disadvantage to man if all his needs were supplied ready for use by nature? Would anyone work if it were not necessary?
81. Should all women work? Do women who keep their own homes earn a living?
82. If one does not work, is someone else supporting him, regardless of how wealthy he may be? Should everyone work? Why?
83. What kinds of work are most honorable? Should any kind of work be despised? Should we get rid of drudgery as far as possible? How?
84. What things should I consider in choosing my life vocation?
85. How does music as a vocation compare with other vocations in salary and steadiness of employment? How does art?
86. What is the best way to get the most out of high school?
87. What should one do if he does not like a certain subject on his program and is getting no good from it?
88. Should college be considered a place to have a good time and make social contacts?
89. Some students say, "Good grades don't count in life's preparation, only the 'nuts' make good grades." Where can we get data for or against this idea?
90. By what standards shall I select the college I shall attend?

91. How many movie or social engagements should a student have each week?
92. How many outside activities should we students have besides our regular lessons?
93. Why don't the teachers help us to learn how to study instead of nagging and failing us?
94. How can we approach teachers about the poor assignments they make?
95. What would be the best way to show our disapproval of unfair questions upon our weekly quizzes?
96. What is wrong with having all the questions upon which we are to be examined given to us a month before the examination?
97. How can we help the teacher change her methods?
98. What steps could we students take to get better understanding between faculty and students?
99. Just how loyal must a student be to a faculty member who shows partiality?
100. How far should the faculty "boss" and break into student clubs, parties, and socials?
101. Why is it so many of our high school faculty members do not want to be bothered with our parties, problems, and socials?
102. Why is it that so many of our high school faculty do not seem to be spiritual leaders?
103. How could the church and Sunday School be made of greater help to young people?
104. Are young folks losing their respect for preachers?
105. How can we stir up interest in Hi-Y?
106. How can we most effectively get our community interested in providing more books for the library and more playground equipment?
107. What do we obey when we lift our hat in courtesy? When we pick up a book from the floor?
108. What course should one take at a theater when some one disturbs the audience by loud talking or by humming an accompaniment to the singer?
109. Is it ever permissible to talk at a concert? To put on wraps early? Is it excusable to come late?
110. Where can we get a reliable book on table manners, how to act at a party, a dance, the theater, etc.?
111. How can we approach our teacher about certain peculiar habits that she has in class that almost drive us frantic?

112. Why is it that American boys do not discuss political questions and reforms as some groups of European boys do?
113. Why don't boys in America think more about world problems?
114. Is it right to care more if Americans are starving than if Hindus are?
115. Should the flag be used in decorating poolrooms? In advertising anything? Why should one stand when the national anthem is sung?
116. Has our government ever made errors? Does our duty require us to support it at all times?
117. Is it right for the party out of office to attack the administration in articles, speeches, and cartoons?
118. Where can we get information about organizing a bird club?
119. Where can we get information about the stars?
120. What are some interesting and thrilling books for high school students?
121. What are some titles of thrilling and yet decent magazine stories?
122. What are some good books that would give us an understanding of world problems?
123. Where is the best place to go for a summer camp?
124. Why is it students won't tell what problems they would like to have discussed?

Teachers who have employed this technique in selecting subject matter for consideration in the home room periods believe it has great merit. They are of the opinion that the pupils are afforded opportunities for rich development of personality because of the broader meanings and deeper insight into human relationships obtained from discussing and solving their self-chosen pertinent problems and life situations.

INVESTIGATION NUMBER II

The following problems and life situations were used as a basis for home room discussion or arose in the course of discussion during a two-month period by the 3,046 pupils involved in the investigation:

PROBLEMS DISCUSSED BY THE FIRST NINE GRADES[3]

1. How to improve conduct in cafeteria and halls.
2. How to help some mountain school children. (Four other home rooms cooperated and three boxes of clothes were sent.)
3. Necessity of keeping lockers in order and paper picked up off the floor.
4. The need of sending a letter of regret, flowers, or a book to a sick classmate.
5. How to stop the shooting of paper wads, etc.
6. The value of a competitive banking contest among several home rooms.
7. What courtesies and kind of conduct are called for on street cars; at ball games.
8. How best to handle a case of bad conduct in the cafeteria.
9. The value of school loyalty and how to show it.
10. How to make new pupils feel more at home.
11. The need of stricter observance of certain safety rules.
12. The need of decorating our lunch table in the cafeteria.
13. The need of sending speakers to all home rooms in a drive for better behavior on street cars.
14. Dangers from begging and stealing rides on way home from school.
15. What standards shall determine who goes on the Honor Roll in our room?
16. Means of relieving crowded conditions around drinking fountains and candy counters.
17. The necessity of punctuality, since our tardies are giving us a low rank in competitive attendance with other rooms.
18. The need of cooperation if we are to make a respectable showing as compared to other rooms.
19. A proposal for a new seating arrangement in the assembly room which would preserve the entity of home rooms and certain upper grades.
20. The need of more drill in parliamentary law.
21. The value of writing letters to the parents of the five children of highest standing in our room during each semester.
22. How to show table manners by a pupil demonstration.
23. The need of boosting subscriptions to our school paper. (A list of suggestions were sent to the editorial staff showing how we thought the paper could be improved.)

[3] Henry King, late principal, Central Junior High School, Kansas City, Mo., cooperated by making his school a laboratory in this investigation.

24. The value of Boy Scout and Camp Fire Girl organizations.
25. The necessity of punishing those who wander about in the cafeteria.
26. How to make our school rate at least 90% in banking.
27. What to do with a boy who fails to pay library dues or to return a book.
28. How to secure better attendance.
29. Importance of getting other rooms to cooperate in maintaining good order when passing to and from rooms. (Pupils wrote letters.)
30. The importance of a plant for the cafeteria table. (Pupils bought one.)
31. The value of appointing a committee to call daily by telephone the homes of our sick school mates. (Committee was appointed.)
32. How one's behavior in the lunch room is an index of his home life.
33. Necessity of removing slickers on a rainy day before taking a seat in the assembly.
34. Necessity of everyone belonging to some club and making a contribution to that club.
35. How best to take care of our report cards.
36. Aviation and its history. (The room went as a body and saw "Wings.")
37. Two secrets of Houdini's power—industry and fearlessness. (American Magazine.)
38. Reasons why some of our students make poor grades.
39. Occasions when courtesy and good manners could be shown in the schoolroom and on the way home from school.
40. Acceptance of a pledge prepared by another home room about behavior on street cars. (Pledge was finally signed.)
41. How best to show parents around the school on Open House night.
42. The values that parents, teachers, and pupils should try to realize from Open House.
43. How the Open House had been a success, and how to improve the next one.
44. Discussed, "Am I my brother's keeper?" (Each student draws a name. He acts as "keeper" of that person, finds out why he is absent, tardy, doesn't bank, or does not get his lessons.)
45. Reasons for not marking up books with foolishness.
46. The value of banking even a penny.

47. The value of having a committee find Bible verses emphasizing "service and cooperation."
48. The need of having the Art Club paint signs for the lawn.
49. The best way to make better grades.
50. Necessity of telling on some one doing wrong if that person won't change his conduct after we have tried to help him. (Discussion lasted two days.)
51. Necessity of one's keeping physically fit and of staying at home when not well.
52. Importance of keeping our school building free from marks and disfigurations.
53. The need of appointing a committee to investigate charges that certain pupils in our room were swinging on small trees and cutting across lawns on the way home. (Committee was appointed, charges were found to be true, and reprimands were voted.)
54. Necessity of having a flag, and a motto for our home room. ("All for each and each for all" was chosen.)
55. Using one home room period each month as a stunt period.
56. What might be done for chronic candy eaters frequently absent on account of sickness.
57. How to handle unfair tactics in the library. (Certain pupils were forming "cliques" and keeping good books for members of their "crowd.")
58. Why certain splendid books are seldom taken out for reading by pupils.
59. Discussed a boy's statement that good grades did not count for much in life; that Edison was a failure in school.
60. The need of protecting shrubbery and flowers. (Resolution passed censuring members for violence to shrubbery.)
61. The value of having a pupil take attendance in the morning and report it to the principal, thus relieving the teacher.
62. The value of sending certain members to other home rooms to compare their efficiency with our own.
63. The value of a pledge for our school patterned after the Athenian pledge.
64. Reasons for and against borrowing money from a friend to bank if you have it saved up at home but forgot it was banking day.
65. The advisability of trying to get along for a month without monitors, patrols, or guards, trusting each pupil to be his own patrol.

66. The importance of having a Recognition Day once a month in which to relate praiseworthy things done by our own members and others in the school.

PROBLEMS DISCUSSED BY 500 RURAL CHILDREN

1. The need of writing a letter to the Board telling the members that the stove was in such a condition that we were being made sick from gas fumes. (Letter was written and desired results obtained.)
2. The value of keeping out-buildings clean, in good repair, and free from disfiguration. (Committee was appointed to supervise.)
3. Value of setting out varieties of wild flowers in a special bed in our school yard.
4. The value of pledging ourselves to the "Wild Flower Pledge."
5. The value of organizing a Nature Club, making one of the requisites for admission the ability to name every wild flower in our garden.
6. The value of having a plot of flowers in front of the school spelling its name. (Decided to have school's motto spelled in flowers instead.)
7. The value of making bird houses and placing them on poles and trees in school yard.
8. Necessity of hanging pictures that were near the ceiling low enough so the little folks could enjoy them.
9. The need of committees to keep the school clean and attractive. (Various committees were appointed.)
10. Necessity of keeping feet absolutely dry and warm to escape colds.
11. How colds and other avoidable sicknesses affect our grades, dispositions, and the happiness of those we associate with.
12. How to get certain truck men and farm hands to treat their horses more kindly.
13. How to get this community interested in education.
14. Causes and cures for poor grades.
15. The value of making a scrap book showing the week's events in our school and sending it to a sick schoolmate.
16. The value of writing letters to parents asking them to help us strengthen certain habits of conduct.
17. The value of using one period every week for at least a month to report ways in which our parents helped us improve our rating on the conduct card.

18. Necessity of keeping our school steps and room absolutely free from mud.
19. Need of appointing a committee to meet with the school board to present a request for some needed library books. (Committee was appointed, interviewed the Board, and the request was granted.)
20. How to get the community out to see our home room government in action. (Decided on an Open House evening meeting. Committees were appointed to advertise the meeting and to prepare speeches explaining to the visitors our new system of school government.)

PROBLEMS DISCUSSED BY SENIOR HIGH SCHOOL STUDENTS

1. The value of school loyalty and how to show it.
2. Some needed improvements in conduct during assembly programs.
3. The need of taking care of public property.
4. What shall one do when a close friend asks for help on a quiz?
5. Should high school students have a "steady"?
6. What is wrong with high school or home dance parties?
7. How can a better understanding be brought about between high school students and faculty?
8. How loyal should a student be to a high school teacher who shows marked partiality?
9. How far should the faculty "boss" and break into student clubs, parties, and socials?
10. Why don't faculty members want to come to our parties?
11. What things shall be considered in choosing a life vocation?
12. What is to be done if one hates a certain subject and is getting little out of it?
13. Playing cards for money is "taboo" for high school students. Some church parties play bridge for prizes or the losers buy the dinner for the evening. Where's the difference?
14. How shall one decide what college to go to?
15. The advisability of appointing a host or hostess to meet visitors at the door and seat them so as not to disturb the teacher or the rest of the class.
16. How shall we get a crowd out to our debates?
17. Why should we try to get on the honor roll?

18. Does it matter much what one's teacher and classmates think of him?
19. Can one afford to let one ungracious act characterize him in another's mind?
20. What is a snob? How can we pick one out?
21. What is honor in school work? (Bluffing, copying, and making excuses were discussed in connection with this problem.)
22. Discussion of Bertrand Russell's article, "A Bold Experiment in Education," in which he denounces competitive interests in school and advocates cooperative interests.
23. The number of outside activities that a student should be allowed to have.
24. How does our present life affect our future?

Practically all of the problems listed concerned children's experiences and life situations in which the need of better social adjustments was recognized by the pupils themselves. In many cases they carried out the suggestions for solving the problems. It is this personal experiencing and daily checking in each pupil's human relationships which give most promise for a successful, adult democracy.

How Can Subjects for Home Room Discussion be Selected, Graded, Organized and Presented?

The introduction of the home room organization into a school program is often a troublesome matter. Many teachers already have a heavy teaching load and, in addition, are often expected to take an active part in some community project. How can another big responsibility be placed upon them without seriously affecting their daily classroom work, their health, or their mental equilibrium? A number of teachers who have been experimenting in this field have discovered that much of the work of selecting, grading, organizing, and outlining the subject matter for these daily home room periods may be effectively and profitably done by the pupils.

The authors have been cooperating for the past year with three high school systems using this plan. The junior and senior high school pupils have accepted the challenge of the teachers to

assist in this pioneer work and have taken as their big home room project for the next two years, the selection, gradation, organization, and outlining of their own six-year course of study in home room materials and activities.

Selection of subject matter. As a nucleus about which additional subject matter might be gathered, the 50 topics for discussion and the 234 problems and life situations listed in the preceding pages were placed in the hands of the pupils in each grade. Each home room considered what other topics and pertinent life situations should be added to these lists. When this work was completed, they attempted their next big contract—the allocation of the material.

Gradation of subject matter. The primary aim in gradation of material was to avoid a rigid outline of problems and activities on the one hand, and a disjointed program with much overlapping on the other hand. The aim of these pupils was to offer a large, interesting, pertinent list for each grade with electives within the list, or in addition to the list if they did not conflict with those mentioned for other grades. (There was one exception. Any grade could consider topics designated for a lower grade.)

Each of the high school grades appointed a general advisory committee whose duty was to articulate the work within the home rooms of its grade, as well as with the work of the other five grades. (In one school, the Student Council acted as the advisory, articulating committee.) After much study by each home room group, and exchange of ideas among the committees, a vote of the entire student body was taken to determine what cultural topics and life situations should be discussed in each grade. Those topics receiving the highest number of votes in each grade constituted the list from which electives were chosen.

The home rooms of each grade showed marked agreement in their selections because of their exchange of conclusions, evaluations, and choices through committees before the final vote was taken, but there was considerable overlapping in the choices of the several grades. This problem, with its attendant natural outcome—intense feeling—proved a vital life situation in itself, and

the adjustment that the pupils made was a measure of the distance they had travelled in happy and effective democratic living.

In many instances the overlapping of topics among the several grades was handled by treating them in cycles. For instance, good manners was chosen as a topic for discussion in all six of the high school grades. The advisory committee effected a compromise in two ways: (1) by allocating to each grade those phases of good manners which that grade thought most appropriate to its daily needs, and (2) by permitting any grade to study those phases of a topic which had been allocated to some lower grade.

The treatment of certain topics in cycles has much to commend it. Since the pupils determined what phases of certain topics were most needed in their daily living, interest in these topics is not likely to lag from year to year. The reliability of the pupils' judgment is evidenced by the tentative outlines of certain VII and XII grades. In considering the topic "good manners," Grade VII elected to consider those phases which are related to behavior at athletic games, in the assembly, and on the way to and from school. Grade XII elected to consider the problem as it pertained to good manners at formal parties, banquets, and dances.

"Leisure activities" was another topic that was chosen by all six grades. The following tentative distribution of phases of this topic was made: Grade VII, recreational reading, radio, and music; Grade VIII, needle work, painting, and games; Grade IX, athletic tournaments, study of magic, and sports; Grade X, hobbies, instrumental music, and physical exercises; Grade XI, swimming, golf, and movies; and Grade XII, clubs, dramatics, and picnics.

The topic, "improvement of study habits," is also being outlined in cycles. Each of the six grades will spend its home room periods for at least three weeks studying the science and art of effective learning.

Organization and preparation. After selecting and allocating topics for discussion and life situations, the next problem was to organize them into sub-topics. There is danger of this work be-

coming tedious if a detailed piece of work is required. The schools experimenting with this student-teacher plan of building a home room curriculum have tentatively agreed upon these principles: 1. Each grade is to work out the sub-topics and questions for each topic at the time this topic is being considered. 2. A permanent record of the most interesting and pertinent phases of the topic discussed as well as of the most attractive manner of handling the problem is to be kept. 3. Paginated references are to be selected at the time the topic is under discussion.

It is not to be expected that the pupils will prepare an elaborate syllabus and bibliography. But probably this program of material built up by the pupils will be much more serviceable than any other simply because the pupils selected, graded, and organized the material as well as suggested the method of approach and the references. Each year the program can be improved as succeeding grades revise it, adding new materials and devising better methods of approach.

Following are two examples illustrative of the type of work these grades are doing:

EXAMPLE I—GRADE IX

Improvement of Study Habits

1. Do good grades count?
   (1) Foster, Wm. F., *Should Students Study?* (A small volume, interesting reading.)
   (2) Lyman, R. L., *The Mind at Work,* pp. 37-46.
2. What value is there in budgeting one's time?
   (1) Book, Wm. F., *Learning How to Study and Work Effectively,* pp. 32-9, and 224-50.
   (2) Sandwick, Richard L., *How to Study and What to Study,* pp. 21-8.
3. What are some very valuable study hints?
   (1) Book, Wm. F., *Learning How to Study and Work Effectively,* pp. 32-9, and 224-50.
   (2) Lyman, R. L., *The Mind at Work,* pp. 149-186.
   (3) Sandwick, Richard L., *How to Study and What to Study,* pp. 28-86.
   (4) Whipple, G. M., *How to Study Effectively.* (Small volume. Valuable.)
   (5) Yoakam, G. A., *Reading and Study,* pp. 141-61.

EXAMPLE II—GRADE XII

Art:
Italian School
Florentine
Raphael: "Madonna Granduca" (in Room 20).
"Madonna of the Chair" (second floor corridor).
"Sistine Madonna" (Library).
Detail of "Sistine Madonna" (in Room 35).
References:
Bacon, *Pictures Every Child Should Know,* pp. 224-38 (especially the Sistine Madonna).
Barstow, *Famous Pictures,* pp. 145-57 (especially the Sistine Madonna).
Caffin, *How to Study Pictures,* pp. 85-108.
Gerwig, *Fifty Famous Painters,* pp. 46-52.
Hoyt, *The World's Painters,* pp. 74-9.
New International Encyclopedia, Vol. 19, pp. 550-54.
Reinach, *Apollo,* pp. 191-201.

In What Order Should Topics and Life Situations be Studied?

There is no set order in which topics and life situations need to be considered in the home room. Here, again, pupils may cooperate with their teachers in working out a tentative program for the month or term. With a little guidance, the pupils will appreciate the fact that certain topics and situations are more apropos at one time of the year than another. For example, they realize that such life situations as the following are vital in the beginning of the school year in practically every grade: getting happily acquainted with one another; learning the rules and regulations pertinent to classification, place, and time of class recitations; learning the school traditions; learning the school songs, slogans, colors, yells; how to treat visiting teams in contests; the value of having a daily time schedule; the value of spending at least three home room periods each week for three or four weeks, in learning through doing the techniques and skills of how to study; the providing of special programs for certain anniversaries coming early in the year; knowledge and skill in the use of parliamentary laws; etc.

The need of flexibility should be stressed. Compelling life situations in the school, community, or nation should be considered when they arise. It is possible for teachers and pupils to plan a tentative outline which would make provision for well worked out programs around certain anniversaries, and a careful study of selected topics, but which would be flexible enough so that urgent, unforeseen problems could be treated whenever they arose.

Of What Should the Daily Program Consist?

Some junior and senior high schools have regular home room meetings as such three days each week. The other two days are given over to club and assembly activities. Of the three specific home room periods, one should be a civic meeting, at which time the several committees make their report on life situations pertinent to the group's or school's immediate welfare. In other periods certain other items may be stressed such as: banking and thrift of all kinds; reading the school paper and making suggestions for its improvement to the editorial staff; citations of worthy achievement of some of the pupils in the home room or school; a home room program; a discussion of some of the topics or life situations elected from the list.

In the elementary grades and in rural schools discussion may for the most part center about improvements for the home room and school life. The several suggestions and means for carrying them out successfully will afford children splendid practice in planning and executing their enterprises. The opportunities for learning to live the group life successfully and happily are almost unlimited in such an environment.

In these grades, the weekly, five-day home room discussion of pertinent life situations and interesting topics can be supplemented by some of the following: a home room program day, a best stories day, a leisure-activity exhibit day, a current events day, or a day for citations of worthy achievements of an individual or a group. In the succeeding chapter is reported in considerable detail an experiment which was carried out, for the most part, in rural and small town elementary schools.

What Methods Might be Used in Presenting Subject Matter?

Teachers who have successfully directed the inauguration of home room activities have used the following methods in helping pupils assume responsibility:

Discussion. At the end of the first six-weeks' period in a certain school, examinations were to be given. The question, "Do good grades count in life" came up in one home room and was a crucial problem for discussion. Edison was cited as an outstanding example of a successful man who was a failure in school. The teacher suggested that more data were needed, and specific references were cited. For three days this problem was discussed. Finally the group agreed that success usually comes to those who have a set of well-organized work habits and who are ever busy at something worthwhile.

Debate. A class of eleventh-grade pupils recently debated, "Resolved that we get farther by competition than by cooperation." The debate was suggested by an article by Bertrand Russell in which he stressed the need of teaching the virtues inherent in cooperation rather than emphasizing the value of competition. Any topic or life situation which is so controversial as to demand much careful reference reading and organization of the information may well be presented in debate form.

Dramatization. Such life situations as "Crossing a busy street" are often most effectively brought to the attention of the pupils through a well worked out dramatization. In one school, worthwhile results were obtained when an adaptation of Franklin K. Lane's *The Makers of the Flag* was presented as a skit, "Who are the Makers of our Flag?" The meaning of some of our anniversaries and certain historical events can often be best appreciated through dramatization.

Demonstration. The Boy Scouts and Camp Fire Girls put on demonstrations of first aid in one home room. In another grade, the girls gave a demonstration of table manners. In a senior high school, some of the pupils demonstrated how to act at for-

mal receptions, and the Student Council demonstrated styles of dancing that would be permitted at high school parties.

Drill. Certain life situations need instant adjustment. Thus fire drills, certain safety and first aid drills have their place. Right practice properly motivated will insure economical learning.

Other devices. The sand table, paper cutting, posters, cartoons, booklets, and themes are familiar means of objective expression. For instance, the sand table was used to show the danger of trying to pass a car going up a hill. Posters, booklets, and cartoons are effective ways of clinching the lessons of certain life situations.

What Are Some Causes of Failure of Home Room Organizations?

That the home room organization plan has weaknesses is attested to by the fact that it has often been abandoned as a failure. Some obvious causes of failure are these:

1. The teachers or sponsors in many instances are inefficient. Few have received training for the work; probably 50 per cent of them do not see, or care to see, the value in the work, while probably 75 per cent of them look upon it as an imposition and an added burden. When the teacher is neither enthusiastic nor professionally prepared for carrying out the work, the time may be worse than wasted, becoming a time of ill-behavior, loafing, flippant discussion, engendering the formation of wrong attitudes and mental sets toward succeeding periods. In fact, the home room may become simply a breeding place for trouble.
2. Too often the home room periods are so short that a constructive piece of work is impossible. In such instances, the time is usually devoted to administrative duties.
3. Sometimes the teacher fails to launch the organization in such a way that the pupils take hold of it as their own. The teacher does all the talking, fails to delegate power, and consequently does not secure the whole-hearted interest and cooperation of the pupils.

4. If the home room period is too much like any other period, and the work consists of assigned readings and discussion of topics in which children are only remotely interested, the project will fail.
5. When three or four students do all the talking and inefficient officers are in charge, or committees do not take their work seriously, the project is likely to fail.
6. Too often the material assigned is too ideal, inspirational, or theoretical to be appreciated by the pupils of certain groups. Again, in other instances, the problems discussed and the questions raised are too simple or pale-blooded, making the pupils think it a waste of time to consider them.
7. Sometimes the failure is due to lack of a carefully worked out program for daily use with a list of references pertinent to the problems under discussion.
8. Provision may not have been made to ascertain what problems are of interest to particular groups of pupils.
9. In some rooms not enough time is taken to "sell" the idea of self-government to the pupils. Hence, they become suspicious and look upon it as a device to "put something over" on them.

How Can Success of Home Room Organizations be Assured?

The weaknesses attributed to the home room organization are not inherent in the plan itself but result from faulty administration. There would seem to be no legitimate reasons why any teacher, with unbounded enthusiasm for the enrichment of the personality of her pupils, and unlimited faith in their ability to achieve, could not help them to make wholesome adjustments to their life situations through the medium of the home room.

In many instances, the teacher fails to keep in the background but does all the planning, all the organizing, and all the talking. Largely in the degree that pupils "carry the ball" will they profit.

The value of letting them take the initiative and learn *through experiencing* cannot be too strongly stressed. In the schools referred to in this chapter, wherein the students are actively participating in selecting, grading, and organizing the subject matter as well as conducting the home room sessions, interest has not lagged. It has been intense from the first day. The pupils feel that they are innovators and creators, and that their pioneer work is going to be of inestimable value to the high school pupils of the future.

How Can Life Situations be Used Most Successfully in Home Rooms?

The success of any undertaking is dependent upon avoiding the pitfalls as well as knowing what goals are to be achieved.

Probably the great danger incident to using the life situations of pupils as subject matter for home room discussion is that nagging and fault-finding may become the vogue. Especially is this true in the first six grades.

Here a number of committees and patrols are appointed to see that the laws made by the group are respected. The pupils get the notion that their chief duty is to *police*. The spirit of spying, tattling, getting even with some one seizes the pupil officers. The daily home room period becomes one of reporting violators, "razzing" them with caustic remarks and hypocritical censuring in which the "goody-goody" child plays the leading role. When the chief business of the home room period becomes the discussion and voting of penalties to its members, it is time to dispense with the organization.

Spying, tattling, "razzing," and fault-finding as such must be eliminated. How then can life situations be profitably used?

Imbue the pupils with the idea that their biggest project is the happy, community spirit of school, and especially their home room. Encourage them to observe and to suggest things that ought to be done to make their home room, their school, even their homes and the community, better, happier, more successful. Some of their suggestions may pertain to beautifying the school-

room by way of a flag, motto, picture, flower, or better housekeeping; to sending flowers to a sick classmate, pictures, toys, and clothes to less fortunate children; to recognition of a worthy piece of work by some pupil or organization; or to suggested improvements in the school paper, the setting out of shrubbery, the seating of pupils to better advantage in the assembly, the care of the building, improvement in traffic, or courtesies due to visiting contestants.

Pupils revel in suggesting changes and devising means for carrying them out. Few school experiences can afford greater incentive to, and practice in, constructive thinking and team work than do certain life situations.

When pupils and teachers catch the spirit of a positive creative program of living together, there will be few infractions of the school code or home room regulations. When rules are broken, let the proper committee (after trying to get the offenders to cooperate) report the infraction to the home room civic meeting. Discuss the matter in a general way, giving no names. If the rules continue to be broken, let the matter be considered again with the name of the habitual offender stated. The spirit of the group even then must be: "How can we help him; what can we do to help him clear up this situation?" In short, get the children to feel that their chief business is *to build him up.*

The crux of any successful home room organization as a character building force lies in devising ways that are positive rather than negative, in citing individual and group successes rather than their faults and failures.

There is little danger in praising too much an individual or group that is striving to do better. If one must err, let it be with praise rather than with blame. Several home rooms in the elementary grades have what is known as "Honorable Mention Letter Boxes." Each week, pupils who have been helped by others, or who sense the need of commending some one for a worthy achievement, drop short notes in the box. On each Friday the home room period is used to read these citations as well as to make other commendatory suggestions from the floor. The four

following citations are samples of notes found in a certain third grade box:

"I think this room ought to give Jim three cheers for his talk on the flag in our assembly last Tuesday." "I want to thank Marie for helping me with my arithmetic so well Wednesday morning." "Bill showed us all he was a good sport by taking the third strike when the umpire was wrong." "I want to thank Frank for loaning me his key for my roller skates."

In junior and senior high schools, the recognition of worthy achievements can be much more formal and impressive. They will, of course, be fewer in number because they will be much more difficult to earn. Citations could be made in the home room period, in the assembly, in the school paper, or on bulletin boards.

Some high school principals are filing citations of worthy achievement with the pupil's school record card. When he moves to another class, these citations become a part of his school report. Upon graduation from high school or leaving high school, these citations are given him as a part of his achievement record in school. Building character upon the successes of pupils instead of trying to build it upon their failures is significantly the better method.

Conclusion

1. The home room civic organization is a government of the pupils, for the pupils, and by the pupils.
2. The home room organization when functioning properly becomes the best medium in the school for giving practice in those virtues so necessary for an effective democracy.
3. The home room fixes responsibility directly upon each individual member in the family. It at once becomes a legislative, judiciary, and executive body.
4. The home room civic organization offers unparalleled advantages for training in cooperation, tolerance, trustworthiness, and loyalty.
5. The weekly home room program, in which some of the members put on a demonstration of their work or an entertainment of their own creation, affords excellent train-

ing in initiative, self-reliance, team work, originality, and leadership.

6. The home room must stand out in the pupil's mind as something different from the rest of the school. It is his home, his period, his one chance daily to feel the glow of selfhood.
7. The home room from the teacher's viewpoint ought to be used chiefly for the consideration of those life situations and topics of universal interest which will make for cultural improvement and enrichment of personality.
8. The passing out of football tickets, the collecting of milk checks, or the reading of announcements from the office does not constitute a home room activity. Such things should be merely incidental or at best only necessary interruptions in what is properly a happy, free, relaxation period in which the business of living and appreciation of others become focal points.
9. When the home room period degenerates into fault-finding, reprimanding, and voting of punishments, its potentialities for character building are almost nil. Rather should the spirit of creating a richer and happier school, home, and community life fill the pupils and teachers. Growth in character comes with greater celerity and certainty when the motivating force is citations of one's successes rather than of one's failures.

CHAPTER X

AN EXPERIMENT IN HOME ROOM ORGANIZATION

Is there any virtue in the home room organization as a builder of character? If so, in what degree does it effect changes in conduct? The challenge of these two questions motivated the experiment reported in this chapter.

How Was Growth of Character Measured?

The terms character and conduct were used interchangeably in this experiment. One begets the other. If a child, when acting naturally, exhibits good conduct (that is, good conduct for one of his age), he may be said to have a wholesome character. On the other hand, if he has a wholesome character, he will exhibit good conduct, other things being equal.

If one desired to measure what effect a certain program of living had exerted upon the character growth of children subjected to that program, one of the fairest and most accurate standards would be to measure what changes in conduct were observed *after* instituting this regime of living, as well as to ascertain the possible factors or variables incident to the whole time of the experiment which might have effected the changes in conduct.

In the experiment reported on the following pages, the seventy-four teachers cooperating were asked to keep a daily record of the reprimands that they made or should have made both before and after subjecting the children to a home room plan of pupil participation in government. They were also asked to keep detailed records of all pertinent factors and variables affecting the children's conduct both the month before the home room plan was inaugurated and during the month it was in operation. Thus for a twenty-day period in which there was no home room organization or any device having the same purpose, and for a twenty-day

period in which a definite home room program was in operation, this daily checking and tabulating were done. The only difference between the technique of the second period and that of the first period was the definite home room organization for which an outlined program was used. The results of the experiment are gratifying to those who believe in the potency of home room organizations for the building of character.

The pupils of 74 different teachers constituted the subjects in this experiment. There were 31 rural teachers with an aggregate of 509 pupils; 21 grade teachers (one grade in a room) with an aggregate of 688 pupils; and 22 high school teachers with an aggregate of 631 students, both junior and senior high. In all there were 1,828 pupils participating in the experiment.

What Training Had These Teachers Had in Character Education Programs Connected with School?

In no instance had any one of these teachers ever before organized a home room club or government. With many, the meaning of the term was unknown, since they were teachers either in rural districts or in small towns where such terms and organizations had not been in vogue. Of the 74 teachers taking part in the experiment, 29 had taken a course in character education. This number did not include any of the rural teachers, and only seven of the grade teachers.

How Was the Experiment Administered?

Three county superintendents, the two high school principals, and the two superintendents in the two small cities, together with their teachers, met with the experimenters the day before the experiment was to be launched. At this meeting the teachers were invited to cooperate in a study, the purpose of which was to discover effective devices and techniques as aids to character improvement. They were told that the experiment would last two months and that the forms to be filled out daily would be tedious. Seventy-four teachers in the group decided to cooperate. The forms were then given to the teachers. The meaning and

significance of each point in the form was explained carefully, all questions answered, and a general spirit of enthusiasm engendered.

FORM I.

GENERAL INFORMATION TO BE RECORDED DAILY

Weather Conditions.

1. Average daily temperature.

2. Fair and sunshiny days.

3. Cloudy and dull days.

4. Too stormy or cold to play or enjoy being out of doors.

External Conditions about School.

1. Normal or as usual.

2. Abnormal, with disturbances due to fire, parades, repairing or remodeling buildings, streets, etc.

Teacher's Condition—Physically.

1. Up to par.

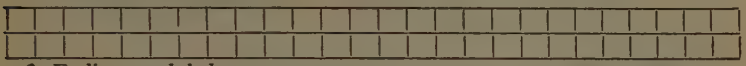
2. Below par.

3. Decidedly below par.

Teacher's Condition—Temperamentally.

1. Feeling fine, i.e., in great spirits.

2. Feeling medium—fair.



3. Feeling much below par.

FORM II.

SPECIFIC INFORMATION FOR EACH SUBJECT

Name **Age** **Sex** **Grade**

Number of days in school.

Causes of absences.

Child's Health.

1. Good Fair Poor
2. Days absent because of accidents, contagious diseases, colds, etc.

3. Days in school when his physical condition was, in your estimation, below par.

4. Does he seem to be sufficiently clothed and fed?

Child's Home Life Materially Considered.

1. Wealthy Fair Circumstances Poor
2. Has parent or guardian steady employment?
3. Upon what days was he unemployed?

Child's Home Life Culturally Considered.

(Please rank his parents as to earnest and intelligent interest in trying to raise the child right.)

1. Good Fair Poor
2. Are his parents church goers?
3. Does the child go to Sunday School?
4. Does he attend all kinds of meetings?
5. Is his home life wholesome from standpoint of reading materials, music, regular hours, etc.?
6. What domestic disturbances have occurred in his home this month, such as sickness in the family, death, scandal, divorce, marriage, etc.?

Child's Scholastic Standing.

1. Is he good, fair, or poor in his school work?
2. In what subjects is he doing poor or failing work?
3. At what hour does he study or recite these subjects? i.e., failing subjects.
4. Is his intelligence above normal, average, or below normal?
5. How many concerts, pageants, shows, or unusual school activities have there been during this month?

Child and Teacher.

1. Days when relationship was very friendly.

2. Days when relationship was average.

3. Days when relationship was strained.

Specific Observations.

1. Each day make note of the reprimands, corrections, or disciplinings that you made, or that you should have made. (In each instance note exact time of day as well as day of month, that disciplining was made. For example: Arithmetic, 10:05 a.m., Jan. 28.)

SUBJECT	Time	Date	Time	Date	Time	Date	Time	Date

Of What Significance Is Each of the Several Headings in the Forms?

It will be observed that Form I had such main headings as: Weather Conditions, External Conditions, Teacher's Condition —Physically, and Teacher's Condition—Temperamentally. This form required a *daily* accurate check up on each of the sub-head-

ings. The teachers were asked to keep a daily record of the number and kind of reprimands that were given or should have been given to the children. It was explained that certain weather and external conditions as well as the teacher's physical and mental condition might affect the children's behavior. In order to prove or disprove that supposition, the form provided an economical and accurate means of checking every pertinent item, such as whether or not there were more disciplinary problems on stormy, cold days than on fair days; more disciplinary problems on days when the teacher was physically or temperamentally below par; or if such external conditions as repairing of buildings affected pupil behavior.

While only one copy of Form I was necessary for each teacher each month, she needed as many copies of Form II as she had pupils, since an individual record was made for each child.

Form II indicates other probable variables affecting the child. It is generally believed that a child's health, home life (materially and culturally considered), as well as his scholastic progress and feelings toward his teacher, affect tremendously his daily behavior.

Some other questions concerning home influences are:

Does the lack of employment of the father affect the morale of the home life, and thus reflect itself in the child's behavior at school? What effects do scandals or domestic troubles exert upon child behavior? Here was an opportunity to check up each child on each of these several items upon a form which tended to minimize the labor and also make for accuracy.

The exact time of day when the child was reprimanded and what the child was studying or reciting were also checked. Do children exhibit their undesirable conduct when studying and reciting those subjects in which they are failing? By keeping an accurate check on each case of disciplining as provided for in the last item on Form II, it was possible to answer in part several of the above suppositions.

At the end of the first month each teacher reported the number and kind of reprimands that had been given or should have been given. (For now and then a teacher is too busy to correct a mis-

demeanor; that is why the phrase "Should have been given" is present in conjunction with reprimands.)

In addition to the three hours spent by the experimenters in discussing the forms with the teachers the day before the experiment was launched, each teacher was visited once each week in the rural school by her county superintendent, and each teacher in a grade school or high school was visited daily by her principal or superintendent. This show of interest upon the part of the administrators served as a stimulus to the teachers.

What Technique Was Used the Second Month of the Experiment?

The same daily checking up of all the items upon both sets of forms under both captions "general and specific information" (the latter for every child) continued the second month exactly as in the first. But this second month had one outstanding variable or difference from the preceding month. A "Home Room Organization" was launched in each of the seventy-four rooms. *The program for each day was also outlined by the experimenters.*

In order to control the experiment, the experimenters met with the seventy-four teachers the first day of the second month. In this three-hour meeting the several suggestions in the twenty-day, home room plan outlined below were fully explained; questions were answered; and special emphasis was placed upon following directions to the letter. The time allotted for the home room period was twenty minutes daily.

Suggestions to Teachers for the Second Four Weeks of the Experiment in Character Education

Continue daily to check each student upon the forms or outlines during the next four weeks as you have the preceding four weeks. Also, please continue daily to record the weather conditions and the teacher's physical and temperamental status, as you have done for the past four weeks.

First day. Teacher introduces clearly, earnestly, and enthusiastically the desirable features of the "We" or "family" spirit that should prevail in the group or room life of the school. There

are divers ways of doing this well. Perhaps one could adopt or adapt some of the features described as follows:

A certain teacher in her first home room or good citizen's period said: "I think that the best school I ever saw was the one that was most nearly like the happiest home that I ever saw. In this happy home where I once lived, each member planned and worked for the good of all in the home. It was a "we" spirit that pervaded. It was a spirit of "all for one, and one for all." So to have a homey school or home room, the teacher must not be a policeman but rather an older brother or sister, adviser, friend, helper, and protector. In a homey school the pupils (say "students" if it is junior or senior high) feel that they are old enough to be trusted and that each one knows what is right and should hold himself accountable for being a good member of his family or civic group. Each one of you pupils is old enough to know when he is hurting or helping to make the family life of the group happy and successful.

What, then, shall be some laws that we, as a family group or home room, shall adopt and use to help us to be more happy and successful each day? I recall a certain class that asked its teacher to copy upon the board the following laws which it had decided were necessary.

"We, the pupils of Home Room 106, do believe that we will all be happier and more helpful to one another, to our teacher, and our parents, if we adopt and use the following laws: (Teacher now copied some or all of the eight laws upon the board.)

Law 1. That we will be on time for school every day.
Law 2. That we will have our lessons studied well daily.
Law 3. That we will be quiet, so as to help those who want to study.
Law 4. That we will keep paper off the floor.
Law 5. That we will be thoughtful for those at home sick.
Law 6. That we will keep our bodies and clothes clean.
Law 7. That when any member of our group gets into trouble, his home room is to get a chance to help him first before he is sent to his teacher, principal, or superintendent.
Law 8. That the individual members of the group are to help those needing assistance whenever possible." (Note to teacher: The teacher should see that daily the *better students* help those who are failing.)

Note: In no instance, probably, should the teacher attempt to get any more done in this first home room or civic period than these three suggestions:

1. Pointing out the good things about the "family" or "we" spirit in living together.
2. Copying upon the board a few or all of the eight laws made by another group.
3. Suggesting that each pupil between now and tomorrow think through and write out some ways, helps, or laws that would be good for the room.

Closing the first period with an emphasis on No. 3 motivates much thinking and planning upon the part of the pupils for the next home room period.

Second and third days. Usually two days can well be spent in having the pupils consider what *changes in their conduct, their appearance and that of their room, the school buildings, and grounds could and should be made.* Pupils in other schools have become responsible for the beautifying and care of the school grounds, general appearance of the home room or building, cleanliness, and neatness of members of the group, etc. Be sure you take sufficient time to "sell" the idea of the civic league or home room organization to the pupils. If they are slow in suggesting changes, suggest a number yourself. But try to lead them out; if possible, have the suggestions come from them. One grade suggested twenty-seven different changes that ought to be made for its group, only two of which were found in the eight referred to by the teacher the first day. There is likely to be a flood of suggestions from the pupils, once they trust the sincerity of the teacher and feel the significance of the adventure. The moral concepts of cooperative living may be greatly clarified and amplified, if the teacher has certain suggestions discussed, such as "whispering or talking out loud," under the three headings:

1. Well, what is wrong about the situation? (Probable answer—It disturbs others, etc.)
2. Why do we do it or why does this condition exist? (Probable answer—We just forget about others, etc.)
3. What shall we do to improve this situation? (Probable answer—Make a law or provide ways of bettering this condition.)

In this way, children often get their first clear concept of why certain conditions and practices are wrong. Probably they now suggest making laws and appointing committees to see that the laws are observed. However, postpone the appointment of committees until another period.

Fourth day. Probably it is now time to introduce some of the

simple forms of parliamentary procedure, since tomorrow the committees will be appointed, thus giving the pupils real situations for a practice of rules of order. To have introduced parliamentary procedure the second or third day might have lessened the spontaneity, freedom, and natural zest evinced by the pupils in their discussion of "helps and laws."

At this time the teacher might suggest that certain forms of order are always followed in group meetings of adults the world over, and that since the class is organized as a civic group, it will be desirable to conform to this custom. Point out that tomorrow the pupils are to nominate and elect certain of their number on committees for the purpose of seeing that the laws which were suggested and adopted the preceding days are carried out. Such suggestions will tie up the work of the second and third days with that of today and tomorrow and will motivate the mock practice today in addressing the chair, in making nominations and motions.

The following rules should be written on the board where they will not be erased. They should be read, discussed, and practiced every day.

1. One must always address the officer in the chair as "Madam President" or "Mr. President," upon rising to speak.

2. No one may make a motion, talk, or discuss a question, until he has been recognized by the president; that is, had his name called. For example, if Sam Woods arose and addressed the chair by saying, "Madam President," he would not be allowed to say another word until after the president said, "Sam." The president recognizes only one, even if a dozen arise at once and try to get attention.

3. Only one question can be considered at a time. It must be put in the form of a proposition or motion, be proposed or moved by one member and seconded by another, and must then be stated by the president, after which it is open to debate and amendment.

4. No one may speak unusually long (limit 2 to 4 minutes) or more than twice on the same question on the same day without permission of the group.

5. No one may speak a second time on the same question, provided another who has not spoken on the question desires to speak.

6. No one in speaking may address his remarks to another member, or use another member's name, when it can be avoided, but his remarks must be addressed to the president.

7. When a question is once before the assembly, it must be adopted or rejected by a vote or be disposed of in some other way before any other subject may be introduced, except certain ones entitled to this privilege and which are therefore called "privileged questions." (For example, motion to adjourn is a "privileged motion.")

8. All meetings must be adjourned by some one making the motion, the motion being seconded and voted upon.

Fifth and sixth days. Now may come the appointment of committees for the purpose of helping each and all to remember and use the laws listed. The teacher might help the pupils by the following suggestion: "You see, as a family, we are honor bound to help one another get on together. There ought to be a committee of three[1] to look out for each one of our laws. For example, we ought to have a committee, possibly known as "The Paper Chaser Squad," to check all pupils who are careless with their paper; another committee, "The Conduct Committee," to help those who whisper or disturb others; another to write letters of regret to those who cannot come to school because of sickness, and so on. (Note: The teacher will please try to have certain pupils placed upon certain committees where they will have many opportunities to practice the trait or virtue they need most to improve. For example, if Bill Jones is habitually late, make him chairman of the committee to check tardiness.) You will need as many committees as there are real needs or problems to solve in your room. Let the children appoint the committees, you as teacher directing only where needed.

Have committees appointed from the floor, after you and the pupils have decided what committees or officers are needed to carry out certain laws. The form for appointing members could be as follows: Some pupil, say George Jones, rises and addresses the chair by saying, "Madam President." The president then recognizes him by saying, "George." George now nominates some one for the "traffic squad" (if that is the committee being elected) by saying, "I nominate Bill Drake as a member of the traffic squad committee." Then some one must second his motion. The president next puts the nomination to the group by asking for remarks; if none, the president calls for further nominations. If the committee is to consist of three members, have some one move that nominations be closed after four or five have been nomi-

[1] Probably only one or two on a committee in rural schools, since there are fewer pupils.

nated. This motion must also be moved, seconded, and voted upon. Next the names of those nominated are presented to the group, the last one nominated being presented first. The group votes by rising (which is possibly most satisfactory), and the candidates receiving the highest number of votes are elected. A special candidate may be nominated for chairman or the one receiving the highest number of votes may be given that office. (Note: Keep your committees small; one member is enough in some cases. If this organization functions throughout the semester, change the members about every six weeks, so that all pupils will get actual practice. Do not let anyone serve as chairman two consecutive six-week periods. Be sure that the pupils understand the work of each committee or officer. Once each week the committees make a report to the group. In some instances it may be necessary to have a daily report. The committee is to help any pupil by calling his attention to a law neglected.)

Seventh day. Explain to the pupils that you believe they ought to be thinking about electing a president, vice-president, and permanent secretary for their group. Suggest that today a score or rating card be made, setting forth the qualities the holders of these three offices should possess. Let the children do all the suggesting possible, the teacher citing only a quality or two to guide them in their thinking. Have the suggestions written on the board where all can see. With the teacher's help the group will be likely to agree that traits similar to the following are desirable for each officer:

1. One who always has his lessons or at least tries hard.
2. One who can be depended upon.
3. One who is honest.
4. One who is kind and thoughtful.
5. One who is a helper.
6. One who is industrious.
7. One who can speak out and be heard.

In addition to the above traits for president and vice-president, the secretary should be neat, accurate, and a good writer. (Emphasize this "score card." What changes in the type and efficiency of our officers might come in the next generation, if the children of today would get the *mental set* of electing only those who measured up to the high standards of the office to which they aspired!)

Eighth day. *Nominations and elections of officers*—Have each pupil who places a name before the group *check his candidate* by

the score card agreed upon. Do not allow more than two or three nominations for the same office. Before letting the children vote, tell them to consider the merits of these pupils for office in the light of *their score card,* electing the one who most nearly comes up to standard. Voting may be done by standing or by secret ballot, preferably the former, especially for grade pupils.

Ninth day. *Installation of officers*—Let each one elected come forward as his name is called. It is well to applaud each one at this time. The teacher should point out the duty of each officer. There may be a review of the parliamentary rules (which are still on the board) because, on the tenth day, all the chairmen of the several committees will be called upon to make a report.

Tenth day. *Report of committees with newly elected officers presiding*—The president now calls the meeting to order, asks the secretary to read the names of the members of the various committees in the order in which they were appointed. The president then calls upon the chairman of each committee (or his representative) to report. For example, Bill Smith, chairman of the Conduct Committee, arises, addresses the chair, is recognized, and then reports that "he is sorry to say that there is still too much noise in the halls and that only a few are causing the disturbance." When Bill is seated, the president asks for remarks upon Bill's report. It is here that the teacher must see that the children feel the seriousness of breaking their own laws, and she should call upon some of the pupils to express themselves upon this point. The teacher's aim is to get members of the group talking upon the business in hand. After each committee has reported and the report has been discussed, the president may call for any suggestions "for the good of the group." Here the teacher may have talked over before hand with some pupil certain proposals that ought to be made. She will have to make several suggestions herself at first, as well as engineer others to do so for her. Growth in leadership, initiative, democracy, and responsibility comes slowly and through practice, but so does growth in reading, writing, spelling.

It is suggested that these formal committee-reports be made once each week—Monday or Friday. The chairman should encourage the pupils to try to improve, should praise but never nag. When some committee reports that everything is all right, be sure the group is complimented. Encourage pupils to feel incensed when certain laws are broken. Encourage these pupils to express themselves against a violation, even to the point that they advise the teacher to punish the wrong doer, if it happens a sec-

ond or third time. Sometimes the teacher can let the penalty be suggested by the group. Children will accept a severe penalty much more readily from the group than a lighter one from the teacher.

Every day, in each home room period, be sure that daily life situations confronting the group come up for consideration. It may be "sliding in the halls," "selfishness," "lack of cooperation," "poor grades." Whatever problem is under discussion, have the group consider it under the three headings: What is wrong? Why is it wrong? What shall we do about it? Daily drill in any school skill is necessary, if it is to be well learned. Character growth is no exception.

Eleventh day. *Thrift day*—Banking every Monday is a splendid practice. If you do not have banking in your school, talks on the value of different kinds of thrift are valuable. Have children suggest the various life situations in which they could save, such as time in dressing in the morning; time in distributing books and paper; passing in and out of the building; thrift in care of health, clothes, their own and the school's property. Point out that it is a mark of self-control and foresight to be thrifty. Anyone can be a spendthrift and join the hobo class.

If talks on thrift do not appeal to you or your group, how better could the Monday period be spent than in your calling for volunteers to help those who are low in certain subjects. The several pupils whose work is not up to standard can receive not only some practical help by this practice but—what is more—spiritual help, encouragement, morale. All will be practicing cooperation. Make this home room period a "How to Study" time. Let the slogan of the room be: *"No one Fails This Month."*

Twelfth day. Franklin's character analysis chart should be presented on this day. Tell the pupils the history of this chart. When Franklin was seventeen years old, he was probably one of the most detested young men in Philadelphia. He was saved to America and to himself by an old Quaker uncle who counseled with him in this fashion: "Ben, do you know that your friends are happiest when you are absent? You have the big head so badly that the fellows can't stand you. Unless you change your ways your mother's prayers and the sacrifice of your older brothers will be in vain."

"That night," says Franklin, "I could not sleep. I considered seriously the criticism that had been made by my friends. I weighed carefully every suggestion which came to mind regarding how I could improve my personality. By morning I had decided

upon a daily practice and checking of the following 13 virtues: temperance, silence, order, resolution, frugality, industry, sincerity, justice, moderation, cleanliness, tranquillity, chastity, and humility. I ruled on a sheet of paper 13 horizontal lines and 7 vertical lines. On the former I wrote the 13 virtues that I must practice daily if I were to be the man my parents, brothers, and sisters wanted me to become. At the top of the 7 lines I wrote the 7 days of the week. At the close of each day, I checked myself carefully on each of the 13 traits and recorded after each trait the number of times that I had failed to practice it. I continued this for years, in fact until I had a clean score card. Years later, whenever I felt myself slipping I would make myself another character analysis score card and begin checking again until perfection was reached." Daily self-analysis is the surest guarantee of daily self-improvement; and daily self-improvement will lead to self-realization—to complete fulfillment of the whole of one's life.

(Note to the teacher: Please enlarge upon the part that Franklin played in American life before, during, and after the Revolutionary War. Point out that his service to us at the French Court was made possible because Franklin, of all Americans, had the character and personality that made him a world figure. He had charm and wisdom combined. He was irresistible. His negotiation of a French loan and the alliance of the French arms saved America. But possibly his greatest service to American youth is his character analysis scheme for personality growth. Close the period with an appeal that each of us, teacher included, select the *four* traits or virtues in our lives that need to be strengthened and that the next day the period be spent in making our own individual score cards. For the junior and senior high school groups, suggest that some four of the following would be well: honesty, cooperation, accuracy, self-control, initiative, courtesy, creative thinking, obedience, punctuality, industry, cleanliness, sportsmanship, patriotism, thrift, fairness, and reliability. These sixteen were the most frequently mentioned by 312 high school teachers.)

For the first six grades I would not mention any of these eighteen but I would select the four traits which, on the whole, I felt needed strengthening most in my group. We take four traits, because there will be five situations to check under each trait, five days each week, thus making 100 points. These four traits are recommended for the grades: health, promptness, neatness, and cooperation.

Thirteenth day. Have the pupils and yourself choose four

traits; work out under each of these the situations that need to be watched and scored daily. For example, under the trait promptness, you and the children discuss the possible situations in which one is likely to fail, such as being on time at school, at meals, promptness in going to bed, in getting up, in dressing, in preparation of lessons, in keeping one's word, appointments, etc. Work out the situations in health that need daily checking, such as clean teeth, hands, face, drinking milk, eating fruit, sleeping at least ten hours, sleeping with window open, etc. Do the same with neatness and cooperation. *One's character grows largely in*

SELF-ANALYSIS CHART

MARY W., GR. III

TRAITS AND SITUATIONS	1st Week M T W T F	Total	2nd Week M T W T F	Total	3rd Week M T W T F	Total	4th Week M T W T F	Total
Health								
1. Clean teeth	++ +	3	++++	4	+++++	5	+++++	5
2. Wash hands before meal	+ +++	4	+++++	5	+++++	5	+++++	5
3. Drink 3 glasses milk	+ +	2	++ +	3	+++ +	4	+++++	5
4. 10 hours sleep	++++	4	+ +++	4	+++++	5	+ +++	4
5. Sleep with window open	+ +	2	+ +	2	++ ++	4	+++++	5
Promptness								
1. In dressing	+	1	++ +	3	++ ++	4	+++++	5
2. At meals	+++	3	++	2	+++++	5	++++	4
3. At school	++++	4	++++	4	+ ++	3	+++++	5
4. In study	+	1	+ +	2	+++	3	++++	4
5. In keeping promises	++ ++	4	+ +	2	+++ +	4	+++++	5
Neatness								
1. In dress	++++	4	+++++	5	+++++	5	+++++	5
2. Hanging up wraps	+	1	++	2	+ ++	3	+++ +	4
3. Putting toys away	+	1	+	1	++ +	3	++ ++	4
4. In notebook	++ ++	4	+++	3	+++++	5	+++++	5
5. In desk	++ ++	4	++++	4	+++++	5	+++++	5
Cooperation								
1. Helping with dishes	++	2	++ +	3	+++++	5	++ ++	4
2. Keeping room tidy	+	1	+ +	2	+ +++	4	+++++	5
3. Caring for baby	+ +	2	++	2	+++ +	4	++++	4
4. Helping classmates	+++ +	4	++ +	3	+++++	5	+++++	5
5. In playing	+ +	2	++	2	+ ++	3	+ +++	4
Week's Total	.....	53		58		84		92
Perfect Score	.....	100		100		100		100

NOTE: "+" means that a satisfactory adjustment was made. This pupil much preferred to mark her successes rather than her failures.

The method of checking shown above is diagnostic. For example, 100 points is the highest possible score one can make. If by Friday night a child has a composite score of only 53, the chart will show which of the twenty life situations is pulling down his score. It is well to spend the first two minutes of each home room period having teacher and pupils earnestly check themselves by the character analysis chart. Taking a definite time each day for this important work makes it more significant and reliable.

the degree that one overcomes these daily "slips" or defects in his life situations. Try to name ten or twelve life situations under each trait that ought to be checked daily. However, have each child select the five that he *needs to watch most.* Each day have him check himself. Have him total his score card at the end of each week, noting his efficiency as well as the situations that are pulling him down. Do this for four weeks and note his growth. Let him take his score card home and get his parents' suggestions and cooperation.

The self analysis chart and record of a pupil from another school is given. It might be stimulating to your pupils to present it to them at this time.

Fourteenth day. Discuss the value of having mother and father in the home helping them improve upon certain traits. For example, how could mother help one get over being slow in dressing, untidy, careless, pouting, neglecting chores? Suggest that each member of the group discuss his score card and his problem of self-improvement with his parents.

Fifteenth day. Have regular home room civic meetings as on the tenth day, with reports of committees and consideration of things that need checking. But remember that serious life situations are to be considered when they arise. Friday is not the only day, but just a special day.

Sixteenth day. Have pupils report how their parents are helping them make perfect scores upon their life situations. (There will probably be several homes not cooperating, for the experience is new to them. The teacher should see that some of the homes cooperate intelligently, so that the children from these homes can make "glowing reports" regarding the changes made and helps prevailing in their homes. Needless to say, these reports will become supper table conversation and will motivate cooperation by other parents, if for no other reason than that these pupils may have their chance to talk about "how my home is helping.")

Seventeenth day. Writing letters home asking for parents' help, suggesting to them ways in which they can cooperate makes this day a very enjoyable and worth while one.

Eighteenth day. Consideration of questionable adult practices, such as careless driving, neglecting health, discourtesy on street cars, in movies or church. Get children to pity rather than blame certain adults who do wrong. Explain that many adults do wrong because, as children, they were not helped to form right habits, were not given an opportunity to discuss problems and

learn the truth as we are getting it in our home room organization. Unless there are such discussions, some children may think that certain practices are all right if you are an adult or if you can "get by." Show them that in the end wrong-doers always suffer, hurt themselves and others.

Nineteenth day. Spend the period in making a summary graph of their score cards to take home to their parents as their monthly report card, showing growth in manhood and womanhood. Also write invitations to the parents to come to the Home Room Program tomorrow (Friday).

Twentieth day. Meeting in the afternoon. Let this period be at least thirty minutes long for grades above the second. Your

TABLE I[2]

A COMPARISON OF REPRIMANDS MADE IN GRADES 1 TO 6 IN FEBRUARY, BEFORE, AND IN MARCH, AFTER THE HOME ROOM ORGANIZATIONS WERE UNDERTAKEN

REPRIMAND	ROOM I GRADE 1		ROOM II GRS. 1 & 2		ROOM III GRADE 3		ROOM IV GRADE 3	
	Feb.	Mar.	Feb.	Mar.	Feb.	Mar.	Feb.	Mar.
Whispering	71	23	30	24	15	10	34	13
Not working	25	10	43	17	20	6	35	36
Standing up at seat	31	6	10	2	24	3	7	0
Speaking when others were talking	0	0	1	2	70	9	13	2
Inattention	9	0	14	8	16	8	32	13
Leaving seat without permission	15	2	8	2	0	0	16	3
Leaving paper on the floor	3	0	27	10	5	1	4	3
Disturbing	0	0	3	0	12	3	23	0
Being tardy	9	9	2	2	11	4	5	15
Chewing gum	0	0	11	3	0	0	8	2
Snapping fingers	0	0	5	0	0	0	4	0
Putting feet on seats	0	0	25	12	0	0	0	0
Moving chairs unnecessarily	21	4	0	0	0	0	0	0
Handling chairs noisily	19	3	0	3	0	0	0	0
Talking in the halls	0	0	0	0	0	0	0	0
Slouching in seat	0	0	13	3	13	3	0	0
Sitting improperly	0	0	0	0	0	0	6	0
Coming to the teacher's desk	0	0	0	0	3	2	0	0
Flipping paper	0	0	0	0	2	0	0	0
Wrong attitude	0	0	0	0	0	0	0	0
Putting feet in aisle	0	0	0	0	0	0	0	0
Losing place in reading	0	0	0	0	2	1	0	0
Unfair in grading	0	0	0	0	0	0	0	0
Kicking	0	0	0	0	0	0	0	0
Turning around	0	0	0	0	0	0	0	0
Writing notes	0	0	0	0	0	0	0	0
Miscellaneous	0	0	0	0	3	3	6	2
TOTAL	203	57	192	88	196	53	193	89

program may consist of the actual home room reports of the committees, plus an explanation by a few pupils of the organization and reasons for its existence, as well as some dramatization upon safety, first aid, health, or some such piece of constructive work.

What Do the Data in the Table Indicate?

1. In Table I is presented a record of the number and kinds of reprimands given in each room of one seven-roomed grade

Table I[2]—Continued

A Comparison of Reprimands Made in Grades 1 to 6 in February, before, and in March, after the Home Room Organizations were Undertaken

Reprimand	Room V Grade 4		Room VI Grade 5		Room VII Grade 6		Total	
	Feb.	Mar.	Feb.	Mar.	Feb.	Mar.	Feb.	Mar.
Whispering	126	89	155	73	63	43	494	275
Not working	43	36	6	3	8	6	180	114
Standing up at seat	34	10	2	0	2	0	110	21
Speaking when others were talking	7	5	11	1	7	4	109	23
Inattention	0	0	15	3	15	0	101	32
Leaving seat without permission	0	0	11	5	15	0	65	12
Leaving paper on the floor	18	12	0	0	0	0	57	26
Disturbing	0	0	6	4	8	12	52	19
Being tardy	2	3	8	10	14	16	51	59
Chewing gum	14	12	0	0	3	0	36	17
Snapping fingers	7	3	2	0	9	0	27	3
Putting feet on seats	0	0	0	0	0	0	25	12
Moving chairs unnecessarily	0	0	0	0	0	0	21	4
Handling chairs noisily	0	0	0	0	0	0	19	6
Talking in the halls	16	7	0	0	0	0	16	7
Slouching in seat	0	0	0	0	0	0	26	6
Sitting improperly	0	0	0	0	0	0	6	0
Coming to the teacher's desk	0	0	0	0	0	0	3	2
Flipping paper	0	0	0	0	1	0	3	0
Wrong attitude	0	1	0	0	3	0	3	1
Putting feet in aisle	0	0	0	0	3	0	3	0
Losing place in reading	0	0	0	0	0	0	2	1
Unfair in grading	1	0	0	0	1	0	2	0
Kicking	0	0	0	0	1	0	1	0
Turning around	0	0	0	0	1	0	1	0
Writing notes	0	0	0	0	1	0	1	0
Miscellaneous	0	0	3	2	0	0	12	7
Total	268	178	219	101	155	81	1426	647

Table I is read thus: In Room I, Grade 1 there were 71 reprimands given for whispering in February, and 23 in March; in Room II, Grades 1 and 2, there were 30 reprimands for whispering in February, and 24 in March; etc.

[2] Reported by Annie Bledsoe, grade principal of South Side School, Mexico, Missouri.

school over a period of two months. A study of the totals for any one reprimand, for all the reprimands of any one room, and for all the reprimands of all the rooms shows a marked decrease for the month of March—the month when the home room organization was functioning. The total number of reprimands for all the rooms was 1426 in February, and only 647 in March.

2. A careful analysis and checking of weather conditions, external conditions about the school, and teacher's physical and temperamental status indicated that there was little variation in these factors during the two months of the experiment. Following is a typical report of these factors as they operated in the rural school which showed the greatest decrease in reprimands.

SUMMARY I

SUNNYSIDE SCHOOL

	February	*March*
I. Weather Conditions.		
(1) Average daily temperature	40.3	52.6
(2) Fair and sunshiny days	14	15
(3) Cloudy and dull days	6	5
(4) Too stormy or cold to play or enjoy being out of doors	0	0
II. External Conditions About School.		
(1) Normal or as usual	16	15
(2) Abnormal—disturbances due to fire, parades, repairing, etc.	4	5
III. Teacher's Condition—physically considered.		
(1) Up to par	15	14
(2) Below par	3	1
(3) Decidedly below par	2	5
IV. Teacher's Condition—Temperamentally considered.		
(1) Feeling fine—in great spirits	16	17
(2) Feeling fair	4	2
(3) Feeling much below par	0	1
Total Reprimands	96	11

The above summary shows that there were 85 more reprimands in February than in March, or almost 9 times as many. It would seem that this large number of reprimands in February might be attributed to the absence of a functioning home room organization.

Following is a summarized report of the factors in Form I as they operated in the seventy-four class rooms during the months of February and March:

SUMMARY II

COMPOSITE REPORT OF FACTORS IN FORM I

	February	*March*
I. Weather Conditions.		
(1) Average daily temperature	50.3	56.2
(2) Fair and sunshiny days	817	907
(3) Cloudy and dull days	346	404
(4) Too stormy or cold to play and enjoy being out doors	281	133
II. External Conditions About School.		
(1) Normal or as usual	1419	1403
(2) Abnormal—disturbances due to fire, parades, repairing, etc.	25	41
III. Teacher's Condition—physical.		
(1) Up to par	1205	1229
(2) Below par	214	165
(3) Decidedly below par	25	50
IV. Teacher's condition—temperamental.		
(1) Feeling fine	883	1007
(2) Feeling fair	544	413
(3) Feeling much below par	17	24

Those factors affecting conduct listed in Form II, namely, child's health, home life, scholastic standing, and relationship to teacher, varied in only a few exceptional cases, during the months of the experiment. The teachers' data showed that these exceptional cases were practically negligible in so far as they affected the composite results.

CONCLUSION

1. That the home room organization with a constructive pupil-participating program can effect changes in conduct is evidenced by the following data:

   During the month of February when there was no home room organization in these 74 schools, the average number of reprimands exceeded by 126.4 per cent the average number of reprimands in the month of March when there was a wholesome home room character building program.

2. Since the several factors or variables, such as weather, teacher's and child's health, child's home life, etc., were practically balanced in the two months (the first month having slightly better conditions), it is believed that the

large gains for more wholesome conduct were due to the one big variable, the home room civic organization.

3. It is not claimed that the decided decrease in the number of reprimands in every school during the second month is proof of a permanent change in conduct. But it is to be inferred that a constructive program carried out over a number of years could make these desirable changes permanent.
4. The majority of the teachers considered the daily self-analysis character rating as a very valuable technique, especially for adolescents.
5. The satisfaction resulting from this daily checking of life situations depended very much upon how sincerely and enthusiastically the teacher cooperated. The teachers who succeeded best were those who, with the children, entered into the spirit of the scheme, made their own cards, and checked themselves daily. Such a display of interest and sincerity upon the part of the teacher tended to reduce cheating upon the part of some pupils who might have been tempted to mark themselves perfect in order to have a good weekly or monthly report.

CHAPTER XI

OTHER EFFECTIVE TYPES OF ORGANIZATION FOR CITIZENSHIP TRAINING

As indicated in the preceding chapter, the home room organization is unique in its opportunities and possibilities for the development of desirable character traits and democratic attitudes. But there are many other types of organization that effectively supplement it. Among them the following are outstanding: student council, student assembly, student clubs, and classroom organizations.

How Can the Student Council Afford Practice in Citizenship?

The citizenship training provided in the home rooms needs to be supplemented by another closely allied organization known by such names as "student council," "senate," or "house of representatives." Such a body is representative of the entire school and therefore carries with it a certain prestige, a unification of interest and of action. The membership is usually made up of one or two representatives from each of the home rooms and study halls. The president of each home room is often one of the representatives. If the council is very large, an executive committee of the body usually considers propositions before presenting them. The membership of this council should change frequently or at least be so chosen as to give many pupils an opportunity to serve.

What Are Some of the Duties of the Student Council?

The number of meetings of this council will vary with the needs of the school. A regular school period should be given over

to this meeting. Usually a faculty member or a faculty committee is in attendance. Some of the more important purposes of the student council are:

1. To take over those problems of conduct, self-control, and student government that the individual home rooms consider too serious for them to handle or that are outside of their jurisdiction. In such instances the representative of the particular home room concerned usually reports the case and submits suggestions to the council.
2. To consider certain cases of conduct that arise between students in different home rooms. This probably insures a fairer decision, since the case of both parties is considered by the same group.
3. To act as a court for all serious misdemeanors by appointing a part of the student council as a court which acts with one or more faculty members in rendering decisions. (This arrangement is often called the "supreme court," to which appeals from the home rooms are brought. The student court is in some schools an institution of doubtful value. Its powers might be modified by turning the case over to the principal for naming and administering the ultimate penalty.)
4. To develop responsibility on the part of students for failure or success in the management of problems and activities other than disciplining, which confront the school.
5. To encourage inter-high-school cooperation, such as in the making of a high school code of living or agreeing upon ideals of good sportsmanship for all contests, whether they be athletic or academic.
6. To act as the executive and booster committee of the whole school for putting over drives and campaigns for safety, loyalty, honor, health, courtesy, punctuality, clean-up, and various school service needs, such as patrolling halls, taking over the order in the cafeterias, directing traffic between periods or in fire drill, etc.

7. To give a chance for systematic cooperation between students and teachers on problems concerning both.
8. To help put over big community, state, or national drives.
9. To tie up the group life in the high school with that of the community by choosing some delegate of the council as a regular junior member of the town or city Citizens' League, Chamber of Commerce, Merchants' Association, Child Welfare Society, Federation of Women's Clubs, and such organizations as Rotarian, Kiwanis, Lion, and Conopus Clubs.
10. To complement the work of the home room in giving the students further practice in the intricacies of living in a group where many and conflicting interests are present.

What Do Teachers Think of the Work of the Student Council?

"One of the big pieces of service that the Student Council has performed this year is the supervision of all lunch rooms, cafeteria lines, passing of pupils between classes, and patrolling of dangerous street crossings. Does this scheme function? Decidedly, yes. We have 1,300 pupils from ten to eighteen years of age. The confusion in the places mentioned above has almost vanished, although no teacher is on duty as in years past."

"I consider the Student Council a success because the majority of the elected officers lived up to the ideals expressed in our high school code. The work of the Council has raised the standard of conduct and scholastic achievement by putting every pupil on his honor. Teachers and pupils both like each other better, the respect of the latter being based upon their having more privileges and the teachers' regard being based upon the growth in responsibility of the pupil."

"Our student body is much more self-reliant, quiet and responsive to principles of right living than ever before. I attribute it largely to the many opportunities granted them to manage their own affairs through the Student Council."

"Student councils are not failures if the principal and whole faculty back up the work of earnest and wise sponsors. Indifference, doubt, and lack of cooperation on the part of the faculty with sponsors failing to appreciate adolescent psychology has wrecked many a student government organization."

How Can the Student Assembly Afford Practice in Citizenship?

The student assembly, being composed of every member in the school, has great potentialities for molding adolescent character. The election of the president, vice-president, secretary, sergeant-at-arms, custodian of the flag, pianist, and yell leaders affords unparalleled opportunities for a citizenship project on a big, whole-school scale.

In the larger schools, two candidates are usually nominated for each office during a mass assembly. It is an hour of nominating speeches and parliamentary battles. The nominated candidates choose campaign managers who, for two weeks, use every legitimate means to educate the student body regarding the peculiar fitness of their candidates. Often score cards are carefully worked out showing the qualities and abilities that each office calls for. The pupils are asked to use this guide in choosing the candidate who they believe merits election. Thus, early in the school elections, the pupils form the habit of demanding some systematic and diagnostic standard of measuring candidates for office, which will probably tend to carry over into later life situations and be the means of raising the caliber of men and women who in the future become our mayors, councilmen, governors, and legislators. Often, during the two weeks' campaign, sharp and questionable practices are resorted to. This situation gives student body and teachers life problems to solve. Strong leaders and teachers will defeat the wrong. Adolescents are idealistic. They are susceptible to appeals to honor and truth.

The student assembly should be the "exposition center" for worthy service and achievement of its members. If an unusual piece of work has been done by some club, class organization, or individual pupil, it may be profitably presented to the whole school at the assembly hour. Not only does such practice encourage other pupils or groups to achieve some signally worthy project, but it rewards the doers for a meritorious service to the school. Boys and girls with unusual talent are discovered in these ways, and they gain the first feeling of power which leads to worthy adult accomplishments.

Again, the student assembly is the logical place to initiate, plan, and execute "big drives" which concern the whole school. It may be that some home room or committee of the student council feels that an all-inclusive drive should be made on health, safety, scholarship, conduct, thrift, athletic spirit, or school loyalty. What better organization than the student assembly could be found to launch such a movement? Too often the possibilities inherent in the student assembly are ruined because outside speakers with "propaganda purposes" are, for political reasons, permitted to usurp the time which rightfully belongs to the pupils. Such a practice should be eliminated as far as possible, unless the message of the outside speaker bears directly upon and supplements the program that the student body is trying to put over.

Occasional lessons in music appreciation, student dramatizations, and pageants may well be presented at the student assemblies. Oftentimes ideals of right living or desirable forms of conduct may be most effectively impressed upon the student body through some dramatization, student oration, or debate. Opportunities should be given to the officers of such organizations as the school paper and the student council to present and to explain their plans, their work, and their need of the loyal support of the group.

Once in a while, the student assembly may be used for a demonstration of such problems as "Use of Leisure Time." The Detroit Junior High School of Cleveland presented very effectively a rather elaborate dramatic performance showing how some pupils used their leisure hours.

In symbolic wise the spirit of Leisure Time appears and controls the presentation, different leisure time activities being realistically presented at various points in the program. One boy, for example, exhibited a large model airplane which he had constructed after visiting the Glenn Martin field for guidance. It would seem that this method might be more widely utilized with advantage. How largely character is influenced by the wise or harmful use of leisure time, educators today fully appreciate. What better method could be found to encourage pupils through

the power of suggestion to devote their leisure time to developing valuable skills and to making worthy achievement than by honoring in the presence of the whole school those who had done the most meritorious constructive work? Probably the types of achievement that could be discovered among our students and worthily recognized are far wider in range than most teachers realize.[1]

How Can Clubs Afford Practice in Training in Citizenship?

The home rooms divide the student body latitudinally according to grades, the clubs divide it longitudinally according to interests and talents. No other type of school organization can so well serve the peculiar aptitudes, talents, and interests of the individuals as do the clubs, if they are properly organized and supervised. Excellent training in citizenship is afforded in setting up the standards, rules and regulations, and qualifications for membership to the club, as well as in the election of officers and the appointment of committees. Great value lies in the opportunity for the club members to judge the standards of excellence of all the contributions of its members.

Every club should have a faculty adviser who is not only interested but skilled in its activities. The social experiences of club life are valuable; but emphasis should be placed upon earnest orientation and investigation of the club's chosen field of interest, upon the reporting and presentation of these researches to the club, as well as upon seeking, through legitimate means, to give publicity to its achievements among the whole student body through the general assemblies, newspaper, and posters.

The so-called introvert but talented child often discovers himself in well-supervised club work. His achievements have an appreciative audience. Confidence in self and interest in school work are often restored through club activities. They are an outlet for the child's impulses and special abilities such as he probably has not found in the regular school work.

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[1] "Social Guidance in Cleveland High School" (Pub. by the Cleveland Teachers' Federation), pp. 25-26.

Since the properly supervised club has so many significant possibilities, some of our progressive high schools give a fifty-minute period of regular school time each week to club work. These periods are not spent in foolishness but are periods for challenging achievements in the way of ideas, creations, and expositions of a group of like-minded and like-talented pupils. Every individual must belong to some club. A requirement of honor-points to be gained each year is often a stimulus to indifferent pupils.

The number of clubs to which a pupil may belong is limited. Membership in two is made possible by having some of the regular clubs meet after school hours. For example, the athletic teams for both boys and girls get nearly all their training outside of school hours. The membership of the band, orchestra, and glee clubs is usually so large and diversified that hours after school must be allotted. Nature study clubs or any others entailing long excursions must meet after school, unless all club meetings are held the last period of the day.

Some desirable clubs in small city systems are: art club, athletic clubs (such as football, baseball, basketball, tennis, and swimming), band, Camp Fire Girls, chorus (mixed), citizenship clubs, debating clubs, domestic arts club, domestic science club, dramatic club, Girls' Reserves, glee clubs (both for boys and girls), literary clubs, music club, orchestra, "phunology" club, science club, and teacher training club.

How Can Classroom Organizations Afford Training in Citizenship?

Various classroom organizations offer opportunities for citizenship training. Group cooperation is one of the most valuable lessons that pupils can learn in this way. The class soon realizes that, if the organization is to function, personal plans and desires must be subservient to the wishes of the group, and that the members must abide by the majority vote in election of officers and in all class decisions. Here, too, pupils have opportunity to develop initiative in putting over campaigns for class publications, special class features in the school paper, and the year book.

Valuable training and experience are obtained by having the class assume the responsibility for the yearly formal banquet or party.

Teachers who have had experience with classroom organizations generally favor them. The following excerpts from teachers' opinions regarding classroom clubs and organizations are interesting:

"The Courtesy Club was successfully organized in the third grade. Regular meetings were conducted by the pupils, and manners were studied and dramatized. The class had parties during the year. These afforded splendid opportunities for the practicing of our courtesy laws. On the day following each party the laws of courtesy that were kept and those that were broken were discussed in the English period. Those who tried to be courteous were commended."

"Our room organized itself into a 'Generosity' or 'Others' Club. We tried to teach generosity and thoughtfulness for others by giving the pupils opportunities to practice with satisfaction. A fund for the Armenians was raised by selling pop-corn at shows and basketball games and by serving hot lunches for school children, as well as by donations. Clothes for poor children were brought by pupils and worked over in the sewing class. Canned goods and groceries were donated by some."

"We have a 'Brownie Organization' in our room. This is the first step to being a girl scout. The promise is, 'I promise to do my best, to love God and my country, to help people every day, especially those at home.' The law is, 'A Brownie gives in to older folk and does not give in to herself.' The motto is, 'Lend a hand.' A Brownie must do a good turn daily and must be loyal. This is splendid training for a child between the ages of eight and twelve."

"Through our Safety Council the children learn not only to help themselves but to help others. The older ones help the younger in things they cannot safely do alone. They help the old, the blind, and the crippled. This working together for one another is fine training in citizenship. All of them learn the safety pledge, 'I will try to be careful all the time, everywhere. I will not take unnecessary chances of getting hurt and will warn others against doing so. I will do my part to help reduce the number of accidents this year. All this I will do for the sake of humanity and the honor of *my* school.' We make safety-first and health posters."

"In our room and school the pupils are helped to govern themselves by means of patrols. In our own room we have the following:

a. Room motto: 'Good citizens help patrols and patrols help good citizens.'
b. Kinds of Patrols:
   (1) Street (helping children cross the street).
   (2) Cafeteria (keeping line moving, keeping order, carrying trays for smaller children).
   (3) Halls.
   (4) Basement.
   (5) Yard.
   (6) Porch and steps (no playing or standing on them).
   (7) Mail.
   (8) Message.
c. Teacher checking of patrols: The work of the patrols is watched constantly by the teachers. Once each week or more often, if an emergency arises, the teacher meets with the patrols in her room to discuss such problems as: What violations of group laws are taking place? Who are the guilty ones? What did you do to help them? Who have broken the same law the third time after three warnings? (These pupils are brought before the patrol and teacher for punishment, which is usually a severe reprimand from their fellow classmates after the whole case has been talked over carefully. In serious cases privileges are denied the culprit and as a last resort he is taken before the principal.)

"We believe that through the services of the patrols (they are changed frequently) the children are learning respect for the laws of their country."

Does Training in Citizenship in the Rural School Differ from That in the City School?

The rural school has an obligation and an opportunity for training in citizenship almost equal to that of the city school. Nor are their problems fundamentally different. Human nature is much the same the world over, whether it be found in the little red country school or in the congested city system. Children are born egotists for the most part and need a wise, systematic, and sympathetic program of socialization. Thus the

successful approach for creating high ideals or a high standard of group living demands the application of the same psychology of human nature, whether in hamlet or metropolis. Group organizations for carrying out group ideals or codes are necessary everywhere and probably get much of their drive from everyday, realized needs. The rural child has daily many opportunities to make choices in right and wrong conduct, just as the child in the city does, and he needs the same guidance and supervision.

However, the problems of the city and the rural teacher in citizenship training differ in several minor ways, of which the following are examples: (1) in the number of pupils and number of grades per teacher; (2) in the length of time the children are with the same teacher each day; (3) in the number of children with which each individual has a chance to associate; and (4) in differences in home and community life situations.

Yet these differences give the advantage to neither teacher. For example, if the rural teacher has fewer children to train, she usually has them of all ages, sizes, and grades; if she has the advantage of having the entire group throughout the day, she has the disadvantage of too little time for each of the several grades. If a small group makes it easy for her to maintain high standards of conduct, she is aware that her pupils are not being tempted by many questionable practices incident to large groups. If the rural teacher has not the influence of questionable movies to contend with, and has fewer evil practices in home and community life to which pupils are exposed, she also has fewer agencies to support her program. Hence both teachers have their handicaps and their corresponding compensations.

The number and complexity of civic organizations in the rural schools will of course be less than in a large city grade or high school. But the primary aims and purposes are the same. Such home room committees and patrols as the life of the school demands should be appointed. The rural teacher should likewise sponsor and supervise clubs that are vitally worth while to the life in her community. The teachers in several rural schools cooperated with the authors in organizing a "Kindness to Animals"

Club.[1] Children on the farm have many opportunities to practice kindness to animals. Often they are cruel, simply because no one has ever helped them to realize what the feelings of their dumb friends must be at times. The rural teachers who had such a club organized were amazed at the changed attitude of many adults in the community, as well as of the children.

Upon What Does the Success of Student Government Depend?

In the organization of any scheme for student government there are certain fundamental principles that should be observed, whether that organization is in a small rural school or in a large city system. The following principles are believed to be basic:

1. The value of an organization for training in citizenship does not depend upon whether it is highly centralized or decentralized. The essential feature is that it has the whole-hearted interest and cooperation of the pupils. Any student government organization will succeed in the degree that the pupils believe in it and work for its perfection.
2. The success of student government depends to a great degree upon how much *every one participates*. Every student should be a member of one or more worth while committees, councils, squads, etc. The best way to save a cause is to get a number of people serving it. The government must not be in the hands of a few. Even committees and councils should hold open meetings to which any member of the group feels welcome to come.
3. Sufficient time must be given for the consideration of problems of group living. Often the period is over just when the pupils are beginning to get somewhere in their thinking. In addition to the home room periods, social science periods may be used for the discussion of vital group problems.

[1] Valuable free material may be obtained from The American Society for the Prevention of Cruelty to Animals, Department of Humane Education, 50 Madison Avenue, New York City; or to the American Humane Association, 80 Howard Street, Albany, New York.

4. All codes, pledges, and oaths adopted by the governing body must be genuine outcomes of the students' desires and expressions. Student government has failed in many instances because the teacher would not "let go" but through the camouflage of student organization tried to "slip her ideas over" on the unsuspecting pupils.
5. Faith in and zeal for the organization depend upon several factors, one of which is simplicity. There must not be too much red tape. Pupils will often, through sheer love of theory and parliamentary procedure, inaugurate more machinery for government and more impractical and unnecessary rules than a good government can handle. There is danger that they may become so engrossed in mere administrative devices as to wreck the organization. Here pupils need wise counsel and advice. They must early learn that governing devices are of value only in the degree that they make for efficiency and bring desired results.
6. Pupils need careful guidance lest they feel that the sole purpose of their organization is to make rules and punish offenders. When, through their different councils and committees, they become dispensers of punishment for infractions of silly rules, instead of creators of ways of bettering the school, student government is a failure.
7. Student government must not be an autocracy of students nor a system of monitors. It must be a whole-hearted, purposeful, cooperative, creative activity upon the part of *all the students and all the teachers,* with the avowed purpose of devising a system of group living that will be both pleasant and profitable to all.
8. Student government is more difficult to inaugurate in some localities or school systems than in others. Sometimes the low tone of public morality makes the creation of a high idealism among pupils almost an impossibility. In such instances, the moral courage and judgments of the pupils are not to be relied upon.
9. This last difficulty only serves to emphasize a principle

which applies to all group organizations. Student government must be initiated gradually. Pupils who have lived in autocracies cannot in one day assume all the responsibilities incident to democratic government. The wise teacher does not demand too much in the beginning but gradually helps the pupils assume greater responsibilities as they grow through daily practice.

Conclusion

1. Such student organizations as student council, assembly, and clubs afford pupils a different and very necessary kind of training in group living.
2. The home room training in citizenship needs to be widened and deepened; in brief, the pupils need to learn to adjust themselves successfully in mass units.
3. There are many problems which concern the whole of a student body. Sometimes certain individuals and certain home rooms must learn to yield gracefully to the needs and wishes of a larger unit. Here is a real life situation demanding mass government, mass loyalty, and mass cooperation.
4. The school clubs offer unlimited opportunities by way of furnishing many wholesome outlets for certain propensities and instinctive urges of pupils. The vocation for which a pupil is peculiarly fitted has often been discovered through them and the possibility of many children acquiring a wholesome avocation or hobby is high.
5. The assembly periods should be periods conducted by the pupils and for the pupils. Outside speakers or talent should not be permitted to appear upon the program, unless they can contribute in a real way to the purposes and ideals for which student assemblies are organized.
6. The success of any small or large unit of student participation in government will succeed largely in the degree that everyone is a participator and is moved by the "we and my" feeling.

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Note: The pamphlets and manuals cited above contain much practical material on the organization and administration of student government.

CONCLUSION

The fundamental aim of education is to fit the individual for successful adjustment to group life. The immediate objective of parents and teachers is to develop normal boys and girls, that is, boys and girls who can and will adjust themselves easily and effectively to all the perplexing life situations incident to group living.

But if the child is to make normal adjustments, he must be raised in a healthful environment, one in which he is helped to succeed in his conflicts with reality. Success is necessary. The child must win in these conflicts with his life situations, or at least, realize that his failure resulted from his own mismanagement. For frequent failure may develop introvertive moods and all kinds of inferiority complexes, thus making wholesome adjustments to group situations an impossibility.

Wholesome social adjustments in the school may be facilitated by (1) better teaching of subject matter, (2) the use of the case study technique, and (3) participation of pupils in group government.

One of the crucial life situations of all children is the struggle with their school work. The child must succeed in his daily lessons, not so much because of their vocational and propaedeutic value, but because nothing fails like failure and nothing succeeds like success in the development of certain highly desirable emotionalized attitudes.

In every lesson there are two universally accepted types of learning: (1) the fundamental knowledges and skills, and (2) certain character traits or emotionalized ideals. The fundamentals may be called the assignable types of subject matter, for they can be assigned and measured, while the ideals may be called the non-assignable, for they are difficult to assign and measure. When a child fails in his learning of the assignable subject matter, he is likely to fail in the non-assignable, for failure

in the former puts him in no mood to make adjustments of sympathy, service, and sacrifice for his group. Success in both the assignable and non-assignable subject matter is assured largely in the degree that teachers and pupils understand and apply the three laws of learning.

For those children who are continually failing in their conflicts with their school work or in their social relationships, the case study method is probably one of the most helpful techniques that the teacher can employ. This method challenges the teacher to consider all the pertinent factors in the child's life that might cause his maladjustment and to consider carefully what remedial measures and programs are best adapted to each individual child under this particular circumstance. The case studies will give the teacher both sympathy and understanding, the two prerequisites for success in pupil guidance and remedial programs in character education.

If teachers would keep an accurate record for a few years of the several causal factors and successful techniques incident to their disciplinary problems, they would in time have a mass of invaluable data which ought to make them experts in outlining a pupil guidance program which would greatly minimize the number and crucial character of maladjustments.

Pupils may be helped to make satisfactory social adjustments by having many opportunities for participation in the group life. Since in a democracy there are many opportunities outside the law for helping or hindering, making or marring the effectiveness and beauty of human relationships, the need of training children to put the rights of the group at least upon a level with the desires of self is patent. But how can children be trained and prepared *for* a democracy, except as they are trained and prepared *in* a democracy? In the degree that the school becomes a laboratory in which boys and girls solve many of the trying life problems incident to successful participation in self-government, it is training children in a democracy for a democracy.

However, the effectiveness of any character education program of the school is largely dependent upon the child living in a whole-

some environment outside the school. The cooperation of the home, community, and school in an endeavor to set up a continuous, wholesome environment for the child is imperative. The sympathy and understanding between parents and teachers resulting from their studying together ways to improve and enrich the lives of their children will not only produce the development of desirable character traits in the children but a marked improvement in school work. A carefully outlined course in character education which demands a united study, discussion, and the setting up of supplementary environment in the home and school is certain to arouse wholesome interest and desirable participation of the home and the community.

In Part II is presented the materials and methods used for three years in a character education program in which the home, community, and school cooperated effectively.

PART TWO

A PROGRAM FOR THE HOME

SECTION I

HOW WILL A CONSTRUCTIVE PROGRAM INVOLVING BOTH THE HOME AND THE SCHOOL EFFECT CHARACTER GROWTH?

CHAPTER I

THE HOME AS A FACTOR IN CHILD TRAINING

Parents are teachers. They are the first and most influential teachers that the child has. Whether the child becomes physically strong, intellectually developed, and emotionally balanced depends largely upon the parents' sympathy for and understanding of child life. The idea that parenthood brings with it sufficient knowledge of child nature to insure wholesome physical, intellectual, and emotional development is no longer tenable. Parenthood not only brings life's greatest opportunity—the child—but also life's greatest obligation—thorough preparation for the rearing of the child.

What Are Two Great Needs of Parents?

Success in the fulfillment of the obligation of parents requires (1) knowledge of child nature, and (2) appreciation of the influence of environment upon the child's life. These needs are daily in evidence about us.

If, after pouting and sulking for a few hours, an adolescent girl is granted her way, she is learning to pout and sulk whenever her wishes are thwarted. If a mother yields to her baby's caprices after he has cried and screamed for a quarter of an hour, she is teaching him to cry and scream for whatever he wants. If a father does all the thinking for his son, shielding him from every hard conflict, he is doing all he can to develop a weakling instead of a man of poise and promise. If a boy is petted and babied and is allowed to stay out of school every time he says he has a stomach ache or a dizzy spell, he is learning to have aches and spells. If a little girl is denied her favorite doll until she throws herself into a tantrum, she is being taught the value of tantrums. Children soon learn what kinds of behavior yield the desired results. If, in the above cases, there were no yielding nor compromising upon the part of the parents until

after the child had exhibited self-control and a respectful manner, then self-control and politeness would be speedily developed.

When a fretful mother, in her child's presence, tells her neighbor that "she simply can't trust Bobbie out of her sight," she is helping Bobbie become the neighborhood's untrustworthy harum-scarum. When a child fails in his arithmetic at school and is repeatedly told at home that he will likely always fail because his father never could get numbers, the home is doing its best to insure a failing, fearing complex for all "number" situations in that child's life. When a boy is told continually that he is the worst young 'un in the district, he will try to retain his self-respect by living up to his reputation. Parents too often forget how plastic and impressionable is the child's nervous system. Children will believe anything, if it is told frequently and intensely enough. Their credulity is their undoing.

Some reasons why parents should appreciate more acutely the force of environment upon child life are authoritatively set forth by Dr. Thom:

> The home represents the workshop in which these personalities are being developed, and the mental atmosphere of the home can be very easily contaminated. The ever-changing moods of the parents, colored by their indifference, their quarrels, depressions, and resentments, and shown by their manner of speech and action, are decidedly unhealthy; so, too, are the timidity of a mother, the arrogance of a father, the self-consciousness of a younger sister, and the egotism of an older brother. Under such conditions we find a mental atmosphere as dangerous to the child as if it were contaminated by scarlet fever, diphtheria, or typhoid. On the other hand, cheerfulness, affection, kindly consideration, cleanliness, a manner and speech that are not forbidding but show interest in the questions of the child, frankness and honesty in answering questions with the idea of developing freedom in speech and action not inhibited by fear of punishment or silent contempt—all these things play a part in the development of the personality of the child that cannot be overestimated. The environment is found to be mirrored in the character of the child, regardless of what his heredity may be.[1]

[1] Douglas A. Thom, M. D. "The Nervous Child and the Habit Clinic," *Mental Health Primer* (National Committee for Mental Hygiene, 1926), pp. 22-3.

How Significant Is Home Life to the Child and His Future?

Every year 75,000 adults are sent to the insane asylums of the United States. Psychiatrists assert that these nervous breakdowns had their origin for the most part in childhood. Had parents and teachers observed and understood the mental conflicts which these unfortunates were experiencing when children, the majority of the cases could have been prevented.

It is estimated that every year 300,000 men and women are sent to penitentiaries and other penal institutions in the United States. It is the unanimous verdict of judges, physicians, and psychiatrists that this vast army of derelicts could be greatly reduced were children given proper training in the home.

Fortunately, the majority of the readers of these chapters are personally concerned, not with the mental and moral derelicts alluded to but with the so-called "normal" boys and girls in their own homes. The paramount question is, "How can we develop emotional self-control in our children now so that in the next generation there will not be millions of them made unhappy daily because of their lack of control or that of others?" For it is only too true that daily hundreds are made miserable by the cutting and cruel things said and done by those who have never learned complete self-control. The mental bitterness and anguish resulting from such uncontrollable emotional outbursts need never have been, had the childhood of these transgressors been one of peace, poise, balance, tolerance, and sympathy. It is with the millions who are and will continue to be made sick mentally and physically because of emotional instability that we, as parents and teachers, are daily concerned.

If it is true that defects in the character make-up can be explained as originating in traits which were acquired in early childhood as reactions to certain factors in the child's environment, then the way is opened for an attempt to prevent such undesirable traits by an *understanding of the child* and a modification or elimination of those *environmental* factors which produce such results.[2]

[2] William A. White, M. D., "Childhood: The Golden Period for Mental Hygiene," *Mental Hygiene*, Vol. IV, 1920, pp. 257-267.

Why Is the Home the Most Important Institution in Character Building?

No other institution can do so much to shape human destiny for good as the home, for the following reasons:

1. The first five or six years of a child's life are the most impressionable. It is in these years that many of the primary emotionalized attitudes and reactions are formed for life.
2. These early years find the child almost entirely under the influence of the parents. Here are both a golden opportunity and a great obligation to lay a flawless, adamantine foundation for happy, progressive maturity.
3. Love for father and mother surpasses all other love. The child's confidence in his parents is unbounded. Their deeds, words, and emotional responses are imitated in ways that are startling.
4. Approximately 184,000 hours are lived between the age of infancy and legal maturity. But on an average only 7,000 of these hours are spent in school. Since child life is the most sensitive and plastic of all life and since it is lived for the most part either directly or indirectly within the home environment, the child cannot be other than a reflex of this home environment.
5. In a very significant sense parenthood is a second chance at childhood. Nature, in all her affluence, could scarcely have provided a plan more just in which adults could re-live their childhood as they wish it might have been lived. For if these parents, when children, were reared in an environment which fostered the learning of pernicious habits and unhealthy emotionalized attitudes, what an opportunity is afforded these same parents now to save their children from the same handicaps by setting up a wholesome environment. Thus each generation could be infinitely happier and richer than the preceding, if parents could but envisage the significance of their opportunities.

Many parents fail to realize that their greatest opportunity for permanent happiness and for self-realization lies in the wisdom with which they nourish and cherish their re-created selves in the lives of their children. What achievements, what joys are comparable to those experienced by the parent who, in his own lifetime, sees the embodiment of all that he had wished for but somehow failed to be, growing stronger and sturdier in the children in his home?

With What Institution Can the Home Cooperate Best?

No other institutions can cooperate so effectively in the education of children as the home and the school. In the degree that they work earnestly and intelligently together upon any program of personality enrichment and character development, will success be assured. That the home and the school are the two most potent agencies for helping or hurting young life is evident. They have under their direct guardianship and influence *all* youth in the years of its greatest sensitivity and plasticity. Both are interested primarily in child training and are set apart for the business of helping the child achieve his maximum growth mentally, morally, and emotionally. Both are daily and directly aware of many undesirable habits and faults of children that must be corrected; and they alone can provide a program of living which will insure the replacement of bad habits with good habits.

The school and the home share in having the world's most interesting and perplexing laboratories, in which they may carefully study and experiment. They have the obligation and the opportunity to read, discuss, and work out together environmental conditions in the home and school which will supplement one another in helping boys and girls become habituated in making wholesome adjustments to their numerous daily baffling problems. In the degree that these two agencies accept their responsibility and cooperate in the great work of child training, will the lives of the boys and girls be effective, wholesome, and happy.

The whole aim of the following chapters of this book is to

stimulate parents and teachers to realize the significance of the possibilities of childhood and to suggest to them cooperative means for the realization of their common aspiration.

Conclusion

1. If parents want their children to go in the right direction, it is imperative that they go that way themselves—at least a part of the time.
2. The two greatest needs of parents and teachers are:
   (a) Deeper understanding of child nature.
   (b) Greater comprehension of the influence of environment upon child nature.
3. The home is the workshop in which character is built.
4. Escape from the blemishes or blessings of one's early home training is practically impossible.
5. The influence of the parent upon the plastic child is infinite, making for stability or weakness of character.
6. The great hope of any age is the child. The realization of the potentialities of this hope is almost entirely in the hands of parents and teachers.
7. The most imperative command of civilization ought to be that the guardians of her children cooperate in providing a wholesome daily environment.

CHAPTER II

A STUDY OF THE UNDESIRABLE HABITS OF CHILDREN

Upon what specific child problems can the home and the school work most advantageously? It is evident that both are tremendously interested in the two following questions: (1) How can we *prevent* the formation of undesirable habits, and (2) How can we *cure* or *rectify* wrong habits already formed?

Before an intelligent, concerted attack can be made upon either problem, much accurate data must be gathered. In short, the first big cooperative project of parents and teachers is to ascertain the outstanding faults or undesirable habits of children. Then can be instituted a remedial program of living which will effect a *cure* of these cases of maladjustment. Otherwise, certain pernicious habits already formed may counteract the effectiveness of any preventive program of character building.

How May the Undesirable Types of Behavior be Determined?

There are several methods that might be employed in finding the most common faults of children. One might ask the teachers, neighbors, or parents to list them. Parents cooperated in the investigation, the results of which are reported in this chapter. On pages 10-12 is a list of 132 faults, compiled from questionnaires filled out by parents at the time they were taking an extension course in character education.

This extension course, consisting of eight lectures, was given in six different cities of Missouri. For the most part, members of the class were also members of the local parent-teacher association. In the first lecture the instructor pointed out how necessary it was, if there was to be an intelligent assignment of directed readings and pivotal points for future discussion, that both the

group and he know what were the most acute and troublesome problems of the parents in training their children. The parents were then given a questionnaire with the two following questions and illustrative, hypothetical answers:

1. What specific virtues or habits need strengthening most in your child or children? (For example, "Keeping his room tidy.")
2. What are some of the undesirable habits or specific faults of your child or children that seem most difficult to correct? (For example, "Slowness in dressing.")

The questions were answered while the interest was intense. No names were to appear on the papers. At the close of this session, the papers were collected. For the next meeting, the following week, the answers were tabulated upon a large piece of cardboard so that all could see. These data now became the focal points for discussion.

Over 650 mothers cooperated in this phase of the investigation. The answers to the first question, "What virtues in your child need strengthening?" were few and vague. But in nearly every instance the second question, "What faults has your child?" was answered definitely and generously. It was evident to the authors, after much experimenting, that parents can readily see the faults of their children and are desirous of studying ways of rectifying them. It was equally apparent that putting the question positively, asking what virtues needed strengthening, did not arouse much interest.

The list of 132 faults or undesirable types of conduct of children is given in the exact terminology of the parents as found in the 650 questionnaires turned in to the instructors:

1. Argues
2. Automobile problem
3. Bad loser
4. Bad table manners
5. Bad temper
6. Biting finger nails
7. Blaming others
8. Boasting
9. Boisterous
10. Bossy
11. "Boy crazy"
12. Bullying
13. Careless
14. Conceited
15. Contradicts parents
16. Chewing gum in public

17. Cowardly
18. Cruelty to pets
19. Dawdles over food
20. Demands attention
21. Deceitful
22. Dependent
23. Destructive
24. Discontented
25. Dishonest
26. Disregard for advice
27. Disobedient
28. Disrespectful
29. Dissatisfied
30. Easily influenced
31. Egotistic
32. Envious
33. Excitable
34. Extravagant
35. Fault finding
36. Fear of the dark
37. Forward
38. "Girl crazy"
39. Greedy
40. Hates to go to bed
41. Impatient
42. Impudent
43. Impolite
44. Impulsive
45. Inattentive
46. Inconsiderate
47. Indifference to money
48. Indifference to punishment
49. Indifference to toys
50. Interest in bad food
51. Interrupts
52. Interferes
53. Irresponsible
54. Irritable
55. Jealous
56. Lack of concentration
57. Lack of consideration
58. Lack of cooperation
59. Lack of foresight
60. Lack of imagination
61. Lack of initiative
62. Lack of self-control
63. Lack of self-confidence
64. Lack of respect
65. Lack of "stick-to-it-iveness"
66. Lack of will power
67. Lazy
68. Meddlesome
69. Misbehavior before company
70. Mischievous
71. Nervous
72. Not cleanly
73. Not fair
74. Not friendly
75. Not loyal
76. Not punctual
77. Not thorough
78. Not truthful
79. Over-cautious
80. Over-confident
81. Overworked imagination
82. Poor sport
83. Pouts
84. Procrastinates
85. Peevish
86. Quarrelsome
87. Resentful of correction
88. Refuses to take naps
89. Restless
90. Rough
91. Rude
92. Running away
93. Self-assertive
94. Self-conscious
95. Self-centered
96. Selfish
97. Self-pitying
98. Self-satisfied
99. Showing off
100. Slow in dressing

101. Slow to obey
102. Slow to act
103. Sly
104. "Smarty"
105. Stays up late
106. A "steady"
107. Stingy
108. Stubborn
109. Sullen
110. Supersensitive
111. Taking advantage
112. Talks too much
113. Tattling
114. Teases
115. Thoughtless of duties
116. Thoughtless of others
117. Thumb sucking
118. Timid
119. Too much reading
120. Unforgiving
121. Ungrateful
122. Unkind
123. Use of slang
124. Unsympathetic
125. Untidy with books
126. Untidy with dress
127. Untidy with room
128. Untidy at table
129. Untidy with toys
130. Vain
131. Wastes time
132. Whines

What Faults Pertain to Each Age Level?

The experiences and results of this first year's work with parents and their problems indicated that probably one of the most effective ways to discover the acute needs of the children and parents was to ask the parents for a report of the faults of their children. In the second year of the extension courses for parents, an attempt was made to ascertain what faults in the list of 132 were most common to the different age levels of children. This list of undesirable traits was submitted to 7,250 parents, of whom 5,463 responded. In addition to underlining the flagrant faults of their children, they wrote on the questionnaires the age, sex, and grade of each child.

Two entirely different methods were used by the parents and teachers who worked together in collecting these data.

(1) Men and women who were active members of parent-teacher organizations advised the teachers to submit the list of undesirable traits to the parents through the medium of the children. By so doing, every parent in every room would be reached. Since, in each instance, the schools in which this investigation was made were putting on a program for character development, both teachers and parents were drawn together in a close study of the same problem. These lists were printed or mimeographed.

The questionnaire was headed by the following introductory paragraph:

We teachers and pupils of ..... School are working on a personality improvement program. We realize that in the degree the home and the school work together, in that degree will the lives of the children be made happier and better. Below is a list of 132 undesirable traits or habits common to children. Will you please underline today whatsoever of these undesirable habits your child or children are forming. Use a separate page for each child. Please return the marked list *sealed* to the teacher of your child not later than tomorrow.

When these lists have been returned, the teachers will record and tabulate the results on a large chart for the knowledge and use of parents and teachers only. The purpose of this study is to find out the most common undesirable habits which children of various ages may be forming. A special meeting of all parents with the particular teachers of their children will be held next Friday at 3:30 P. M. The children will be dismissed at that time so that the parents and teachers together may look over and study the tabulated results. Undoubtedly ways of helping the children overcome these faults will be suggested by parents and teachers for both home and school.

Be sure to underline the character traits, return the paper now, and come to see the results next Friday at 3:30 P. M.

(Then followed the list of 132 undesirable types of behavior and spaces in which to write the age, sex, and grade of the child.)

(2) The other method used to collect the list of faults of children for different age levels was as follows. The teachers sent a news letter or notice to the parents. This news letter read:

Dear Parents: The children of all grades will be dismissed at 3:30 P. M. next Friday so that their parents and teachers may have a special meeting together. Children will not be permitted to attend this meeting for its purpose is to discuss the advisability of launching an intelligent and concerted campaign by both parents and teachers for the enriching of child life through the enrichment of personality and the improvement of character. Results of similar attempts made elsewhere as well as some mimeographed plans are awaiting your coming. It is imperative that parents and teachers of their children discuss certain proposals for citizenship training so that team work may result. Plan to attend this meeting next Friday at 3:30 P. M.

Parents were reminded of this meeting through announcements in the churches, clubs, and movies, and by the children. When the meeting convened, the teacher or some parent acting as chairman presented the significance of forming right habits early in life, and pointed out specifically a few of the most troublesome traits of children. Then the list of 132 undesirable habits was given to each one, and the parents were asked then and there to study the list carefully and earnestly and to underline whatever of those traits their children might be forming. The teacher stated that on the following Friday school would be dismissed a little early again so that at a second meeting the parents could study with her the tabulated and charted list of these specific faults.

Which of the Two Methods Was the Better?

Each of the two methods used in collecting these data had its strong and its weak points. Local conditions and the personalities of those launching the study are often the determining factors as to which device to use.

The strong points of the first method are: (1) A high percentage of parents will respond to the questionnaire because everyone will be reached. (2) Much interest will be elicited for the special meeting of the parents and teachers, because any normal parent is curious to know how his child's faults compare with those of other children. (3) Initial interest is aroused and focal points for subsequent discussions are furnished.

The weak points are: (1) Some parents are certain to misunderstand the motive of the questionnaire, thinking the data asked for are too personal. A few insulting notes may be written to the teacher telling her that "you know nothing about raising children. Your job is to teach them to read and write." (2) The children may open the envelope when returning the questionnaire to the teacher, and in a few instances the more sensitive ones will be grieved to see that they have certain faults.[1] (3)

[1] This weakness might be obviated by sending each parent a stamped envelope addressed to the school.

Some well-meaning mothers may refuse to cooperate and may write a letter similar to one received by a teacher who was helping in this work. The letter is reported verbatim:

"Dear teacher:

"Please pardon me for not complying with your wish. I looked carefully over the 132 weaknesses common to children but I find none that applied especially to Mary. She is such an adorable little child and always has been. Furthermore, I make it a practice never to see wrong in my children."

However, such a mother is sure to attend the meeting to view with sympathy the presentation of the many sins of her poor neighbors' children!

The strong points of the second method are: (1) There will be little room for misunderstanding, for all questions regarding the questionnaire and its motive can be answered fully again and again at this meeting of parents and teachers. (2) The enthusiasm or spirit incident to a group of mothers thinking seriously together upon a crucial problem will insure a more careful checking of the faults in the questionnaire. (3) The possibility that over-sensitive children may learn that their faults are being reported is minimized. A concerted plan of action can be agreed upon by the parents and teachers for the improvement of the children's personalities without the children's becoming aware of the source of the new regime.

The weak points of the second method are: (1) There will not be a full quota of parents out at the first meeting. Hence the number of questionnaires checked will be less than by the first method. (2) This first meeting in which the questionnaires are being checked may not be as gripping and electrical in its effect as the first one under Method No. 1, where the parents see the combined results of the questionnaires charted. (3) Unless the chairman and leaders in the meeting are well prepared and diplomatic, the "objectors" in the group may dampen the ardor of the meeting by refusing to co-operate, by criticising destructively, and by offering counter suggestions.

What Were the Undesirable Types of Conduct That Occurred Most Frequently?

As has been said, 7,250 questionnaires were given out to parents, and 5,463 replies received. Thus, approximately 75 per cent of the parents showed enough interest to participate directly in the study. The ranking and aggregate scores of the twenty-five most common faults are presented in the following table:

TABLE I

The Twenty-Five Most Common Faults as Given by Parents

Fault	Ranking	Aggregate	Boys	Girls
Stubborn	1	1943	935	1008
Argues	2	1894	970	924
Slow in dressing	3	1563	904	659
Thoughtlessness about duties	4	1492	827	665
Slow to obey	5	1390	780	610
Teases	6	1238	727	511
Impatient	7	1217	625	592
Hates to go to bed	8	1203	526	677
Carelessness	9	1184	627	557
Nervousness	10	1128	485	643
Forgetfulness	11	1057	538	519
Bad temper	12	1047	556	491
Interrupting	13	990	523	467
Fear of dark	14	949	409	540
Excitability	15	945	385	560
Restlessness	16	905	442	463
Untidy in dress	17	868	530	338
Pouting	18	863	351	512
Talking too much	19	831	383	438
Easily influenced	20	807	426	381
Contradicts parents	21	792	403	389
Timidity	22	785	340	445
Fault finding	23	743	319	424
Quarrelsome	24	741	359	382
Bossiness	25	701	272	429

What Faults Are Common to Each Educational Group?

The unclassified grouping of the twenty-five most frequently occurring faults of children, as set forth in Table I, is not definite enough for parents and teachers who are anxious to make a study of the specific maladjustments common to children of similar chronological age. Upon what basis to classify the pupils for

study by parents and teachers was a puzzling problem. Physiological, psychological, chronological, and educational age were each considered as a basis for classification. Finally, it was decided to divide this list into five lists: faults common to children of pre-school age, children in primary grades, intermediate grades, junior high, and senior high. Since parents and teachers, and not psychological experts, were the ones primarily concerned in this suggested cooperative study, it was considered that this grouping would be effective for the administration of their program; and it had the advantage of being thoroughly understood by them, as well as presenting no greater variability or overlapping of ages than any of the other methods.

TABLE II

RANKING OF FIRST TWENTY-FIVE FAULTS IN PRE-SCHOOL, PRIMARY, AND INTERMEDIATE GROUPS

RANK	PRE-SCHOOL	PRIMARY	INTERMEDIATE
1.	Stubborn	Slow in dressing	Stubborn
2.	Argues	Stubborn	Argues
3.	Impatient	Argues	Slow in dressing
4.	Slow to obey	Slow to obey	Slow to obey
5.	Demands to be center of stage	Nervous	Thoughtless about duties
6.	Hates to go to bed	Impatient	Hates to go to bed
7.	Bad temper	Fears dark	Forgetful
8.	Dawdles over food	Hates to go to bed	Bad temper
9.	Interrupts	Teases	Teases
10.	Refuses to take naps	Careless	Nervous
11.	Excitable	Refuses to take naps	Impatient
12.	Fears dark	Thoughtless about duties	Fears dark
13.	Slow in dressing	Excitable	Interrupts
14.	Pouts	Whines	Bad temper
15.	Teases	Selfish	Excitable
16.	Timid	Forgetful	Restless
17.	Mischievous	Restless	Pouts
18.	Nervous	Pouts	Contradicts
19.	Meddlesome	Talks too much	Talks too much
20.	Shows off	Timid	Easily influenced
21.	Restless	Untidy with toys	Quarrelsome
22.	Untidy with toys	Dawdles over food	Untidy in room
23.	Whines	Demands attention	Slow to act
24.	Selfish	Mischievous	Timid
25.	Disobedient	Tattles	Bad table manners

Table II is read thus: In the pre-school group, "stubborn" ranked first in frequency of mention; "slow in dressing" ranked first in the primary group; and "stubborn" ranked first in the intermediate group; etc.

TABLE III

RANKING OF FIRST TWENTY-FIVE FAULTS IN JUNIOR HIGH AND SENIOR HIGH SCHOOL GROUPS

RANK	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1.	Stubborn	Stubborn
2.	Argues	Argues
3.	Thoughtless about duties	Thoughtless about duties
4.	Slow in dressing	Teases
5.	Teases	Forgetful
6.	Careless	Hates to go to bed
7.	Forgetful	Slow in dressing
8.	Bad temper	Interrupts
9.	Impatient	Finds fault
10.	Hates to go to bed	Careless
11.	Nervous	Forgetful
12.	Slow to obey	Nervous
13.	Untidy in dress	Untidy in room
14.	Talks too much	Impatient
15.	Interrupts	Slow to obey
16.	Quarrelsome	Reads too much
17.	Untidy in room	Timid
18.	Excitable	Bossy
19.	Bossy	Self-conscious
20.	Finds fault	Contradicts
21.	Pouts	Easily influenced
22.	Restless	Quarrelsome
23.	Contradicts	Excitable
24.	Reads too much	Procrastinates
25.	Easily influenced	Lacks self-control

Table III is read thus: "Stubborn" ranked first in frequency of mention in both the junior high school and senior high school groups; "argues" ranked second in both groups; etc.

A comparison of Tables II and III reveals that many of the faults which rank high in pre-school and primary groups rank high also in the senior high school group. This fact seems to indicate that there was no effective, corrective program operating either in the home or school.

HOW CAN THE METHOD OF APPROACH JUST DESCRIBED BE DEFENDED?

Some students of psychology and well-trained parents have assailed the authors for making a study of children's faults the basis for a character-education program. These persons think

that the approach should be positive; that is, that a list of desirable virtues that need strengthening, instead of a list of faults to be up-rooted, should be the starting point.

The chief arguments set forth for a positive approach are:

1. Parents and teachers are already too critical and too much inclined to nag, and see faults only.
2. Listing of faults is not a constructive method. From the beginning in such a program, attention is focused on the undesirable characteristics, when what we need is a concerted drive on traits that should be developed. Psychological experimentation indicates that direct, positive programs are most effective. The children concerned will have a more wholesome, inspiring environment in which to grow when the emphasis is positive.
3. In general, any scheme of rectification must be positive and constructive, rather than negative and destructive. By helping children "practice with satisfaction" the desirable character traits, the bad will be choked out by the phenomenal growth of the good.

There is no doubt in the minds of the authors that these criticisms are both sound and just. The authors' main reasons for using the negative approach are as follows:

1. It is a point of *departure* only. In no instance are these faults to be "held up" to the children as faults. Rather is the list to be used by parents that they may see just what the outstanding difficulties are; then, knowing these and recognizing their existence, parents and teachers may cooperate by setting up a *positive* program which will help the child. Too many parents and teachers, ostrich-like, either take no cognizance of growing maladjustments, or say, "Oh, he'll outgrow it." Either practice is little less than criminal!
2. Parents can more readily sense and express their children's faults than they can their virtues. This was experimentally established by the data on page 10.

3. Certain words in the English language seem to have no forceful, explicit opposites that even approximate them in clarity and poignancy of meaning. An attempt was made by several groups of parents and teachers to express adequately the opposites of such faults as stubborn, argues, teases, pouts, bullies, impudent, nervous, peevish, sly, stingy, whines, etc., and in only a very few instances could exact antonyms be found. It may be a deficiency in English on the part of teachers and parents, or it may be that the race has developed a "fault finding" attitude which is evidenced in our language equivalents. Whatever the reason may be, it was deemed impractical by these groups to express the list of faults as "virtues to be developed." Parents seem to understand the negative terminology perfectly. There is universal agreement as to what is meant when they say that a boy is stubborn, bossy, a smarty, a bully, a whiner, or a sneak. These words seem to have had for centuries a specific connotation. Try writing their opposites and see how pale or "washed out" becomes the list. Thus, for the sake of having certain symbols, tools, or handles which avoid indefiniteness and ambiguity, the negative list seemed preferable.
4. Many parents realized when they were marking the list that they were criticizing themselves. One mother wrote on her questionnaire, "I realize in marking these nine faults of my child that the weaknesses are not his, they are all mine. He learned from me. I saw myself today in him as never before." What more desirable attitude of mind could be wished for than to have parents realize that they themselves were being judged! Some parents may feel a warm glow of satisfaction in listing the faults of their children, but there is certain to be felt later a deep emotional reaction, when they realize that every child is the image of his environment, a replica of his home, the counterpart of his parents. For the nervous, careless, and irresponsible beget their kind as surely as do the poised, careful, and responsible.

5. Character rectification comes about only through replacing bad habits with good habits. One must know what the bad habits are, so as to eliminate each of them by setting up an opposite or substitute habit, the practice of which will cause death to the old through disuse. Again, the undesired habit should be recognized so that, through punishment or other means, disuse may hasten its death.

On page 151 is a list of 33 virtues which the 603 grade teachers who were cooperating with these parents selected as, in their opinion, the virtues in greatest need of practice by the children. The 312 high school teachers who were also cooperating with the parents selected a similar list of 33 virtues.

Of what value are the two major lists—namely, the 132 faults of children which are habits to be up-rooted, and the 33 virtues which are habits to be inculcated? It would seem that possibly their greatest service is to furnish parents and teachers with certain specific objectives that demand concerted attention, and to suggest to them in bold relief that every constructive character education program must be both *curative* and *preventive.*

Just as a physician first diagnoses the physical health needs of a community and then inaugurates a curative and preventive program, so the wise parent and teacher first diagnose the mental health needs of the children and then proceed to set up a stimulating, constructive environment which helps uproot the bad habits and encourages the formation of good habits.

What General Inferences Can be Drawn?

While it is desirable for parents and teachers to cooperate in making a list of the most common faults of their children, and for them to use the data for a series of study lessons, it would be a most pernicious and undesirable practice for them to parade these faults before the children, thus angering many, and humiliating the sensitive and timid. In brief, parents and teachers should be keenly alive to all the children's faults, and seek through a study of their origin to discover their specific causes and possible remedies. But the approach to the child should be

positive. If he has certain faults, let parents and teachers set up as objectives a series of activities, situations, and ways of living in the home and the school which will give much practice and satisfaction in right doing, and little opportunity for wrong doing.

This chapter is meant primarily to be suggestive to parents and teachers of the possibilities for child study inherent in every community. The methods used in collecting, recording, and presenting the data proved most effective in arousing the whole-hearted interest of the parents. The imperative need for a closer cooperation of the home and the school in the crucial problem of child training is evident from the investigation.

The tables setting forth the ranking of the faults are of value for comparative purposes only. Since fewer than 5,500 parents took part in the study, the ranking or frequency would doubtless be changed by added groups.

It must be remembered that these rankings are the results of the *parents'* responses. Undoubtedly in many instances what parents indicate as faults are really the basis for the development of much-to-be-desired characteristics. For example, parents are prone to call any child "stubborn" who evinces any tendency to have opinions of his own or who dares to stop and query "Why?" when told to do something. Often these very parents have a right to feel proud of the fact that their children have ideas, ambitions, urges, and wills of their own. One of the advantages of such a list and such a ranking is to help the parents see that in many instances the fault of "unreasonableness" or "bossiness" should have been checked against the parents themselves rather than against the child.

In the classes where these lists were used, the parents evinced much whole-hearted, enthusiastic interest in the study, reading, and discussion of character development and wholesome living relationships between parents and children. Parents and teachers are repaid many times for the effort of devising any method which bears such encouraging results.

Conclusion

1. The fundamental purpose of this chapter is to suggest to parents and teachers a technique or method of cooperative study and planning upon their common problem, the development of stability in character.
2. Two plans for initiating a cooperative character education program are suggested, both of which have been used successfully for three years in both rural and urban centers.
3. Every constructive character education program is both *preventive* and *curative.*
4. Taking the faults of children as a starting point for study and discussion will probably motivate parents and teachers as nothing else can to set up wholesome living environments which will be both curative and preventive.
5. Unless a diagnostic and remedial program for rectifying the faults of children is early initiated, the effectiveness of a preventive program is lessened.
6. The faults of the children are to be discussed from two angles: (1) causes, and (2) remedies. Usually before the first discussion is concluded, many of these 132 faults are seen to be *faults of the parents* which become the possessions of the children through imitation.
7. In no instance are the faults of the children *to be pointed out to them,* lest it antagonize, humiliate, or discourage them.
8. The primary objective of the parents and teachers in discovering the children's faults is that corrective, substitute habits and virtues may be objectified, practiced, and realized. For character rectification comes about by replacing bad habits with good habits.
9. The chief virtues of the parent-teacher study plan are: (1) It is an effective means of acquiring much needed knowledge of child nature. (2) It spurs parents and teachers to provide a twenty-four hour environment of wholesome living.

CHAPTER III

THE LASTING EFFECT OF CHILDREN'S FAULTS

How often we observe adults who are failing in their home, community, and vocational life chiefly because of childish reactions whenever a vexing situation arises! Faults which are pardonable in children are intolerable in adults. These "infantile carry-overs" often become the primary cause of adult failure and unhappiness. How can parents and teachers be made to appreciate the misery inherent in these faults, both in childhood and in later life?

A certain high school principal suggested to his teacher of mathematics that he go to summer school and take at least two courses. Before the principal had time to give his reasons for making this request or to specify the type of course he would like him to take, the teacher gave way to his bad temper, flew into a rage, and fairly shrieked, "Why pick on me? What about some of these old fossils around here? Why don't you say something to them?" Of course, that ended the interview. But a few weeks later what the principal had had in mind came to light. The principal's wife told a friend that this teacher had been her husband's first choice for vice-principal. The increase in salary would have been $1,150 annually. When this news reached the teacher of mathematics and his wife, both realized that the chance of a lifetime for professional promotion had been lost.

A certain young woman of pleasing appearance and thorough academic and professional preparation was acting as secretary to the president of a large business. Not only did the position pay well, but it had a promising and desirable future. At least twice a week this young woman was late at her desk in the morning. Mild reproofs from the president and the chief superviser always brought the stock excuse, "I'm so sorry; I'm slow at dressing, but I'll try not to be late again." After three weeks' trial she

was dismissed. The fact that her work was well done, that she needed the position and might eventually have been broken of that *slow in dressing* habit, did not make up for her morning inefficiency. Her employers engaged a secretary who needed no such disciplining.

A young man was acting temporarily as bank teller in a small bank. There was a possibility that he might be named permanently for the place. But, unfortunately, he was always a little late in the morning. His alibis were good: "The alarm did not go off"; "the landlady forgot to call me." He said he had always been a little "forgetful" since childhood. After a few influential customers, who always came early to attend to their banking business, had been kept waiting several mornings, two things happened: (1) These business men changed to another bank, and (2) the young man was summarily discharged.

A certain young man, the promising superintendent of schools in a small town, was recommended so highly by the university of which he was an alumnus and by the members of the board in the town in which he was living that a certain board of education in a much larger town in an adjoining state decided to offer him the superintendency of their school system. However, one member insisted on a personal interview. The candidate for the superintendency met with the Board at a luncheon. But the unpolished table manners and untidiness of dress of this prospective superintendent affected the board members so unfavorably that his outstanding virtues were discounted, and further consideration of his candidacy was refused.

Another young man was graduated with honors in the history department of a large western university. Through his father's professional contacts and the boy's scholastic record he secured immediately an enviable position in a city high school. During the mid-semester test one impulsive student in his class vigorously questioned the fairness of the examination. The savage temper of the teacher was aroused and, losing all self-control, he seized the boy and shook and choked him unmercifully. That night the Board of Education held a special meeting. The bril-

liant young man was considered unfit to instruct high school students and was asked to resign immediately.

Will Childhood Faults be Outgrown or Corrected?

One often hears parents say, "Of course my children have faults; but they'll outgrow them. They'll get over them as they do the mumps or measles. It doesn't bother me that Bobby is sulky, that Billy tells lies." But such statements are only half-truths. Certainly children do have many faults; and apparently they get over some of them. But at what cost? Look at the examples cited in the preceding pages. Promotions were denied, positions lost, and brilliant young people had to make a second and harder start because of some infantile carry-over. A few bitter experiences such as those young people passed through will undoubtedly convince them of the seriousness of their handicap and help them control an ungovernable temper, help them learn to dress quickly, to get over being forgetful, to cultivate good table manners and tidiness in dress, and to exercise self-control. But what a price is paid! Look at the humiliation, disgrace, remorse, and mental anguish suffered before a satisfactory adjustment is made or the fault is overcome! It is evident that eventually some of these habits formed in early childhood are corrected; but the price paid in nervous energy and emotional strain is normally too great, and it is often appalling. It is equally true that many of these faults, becoming stronger and stronger, are a lasting heritage. In the degree that they exist in number and virulence, life is marred and success and happiness blighted.

Where Are Faults Acquired in Childhood Often Corrected?

Too often the faults of children are left for correction to police courts, criminal courts, reformatories, and penitentiaries. However, the majority of corrections are made in less spectacular ways after repeated reprimands, rebuffs, and dismissals have been experienced from those in authority, or from the consequences of breaking natural laws. In some cases the victims themselves,

because of non-promotion, half-successes, and near failures, try to analyze their weaknesses to get at the cause of their trouble, and then by sheer force of will and the pull of ambition succeed partially in overcoming the worst of their childhood handicaps. Again, a wife, an associate, or some other friend may take such an interest in an individual as to help him make the necessary self-analysis, set up the program for rectification, and put it consistently into practice. But however the cure or partial cure is accomplished, the cost is excessive to the victim, his family, his associates, and his employers. Surely the lessons could have been learned more economically in other ways!

Where Should the Faults of Children be Corrected?

The faults of children should be corrected in the home and in the school. These two institutions are set apart for the development of all that is best in the potentialities and capabilities of children. Here both sympathy and understanding must be present in order to effect the desired change. Too often parents and teachers who are sympathetic have but little understanding of child nature and its needs. A professor of sociology, when driving along an out-of-the-way country road, noticed a little lost, runty pig. Getting out of his car, he picked up the little fellow. Said he in relating this incident, "You see, I had plenty of pig sympathy, but no pig understanding. So I wrapped him in an old blanket, put him in the back of my car, and took him back to the agricultural college of the university, where, because there was pig understanding in abundance, the little fellow developed into a fine big pig."

Sympathy and understanding are the two paramount requisites for teachers and parents. Possessing these, they can prevent the growth of certain undesirable habits or, if a beginning has already been made, can so direct the life of the child that the detrimental characteristics can be uprooted. The bad habits of childhood are at that stage not deeply ingrained nor permanently formed. The nervous system is still plastic and modifiable, so that substitute neurone paths or habits can be built up. Teachers and parents

who fail to accept the responsibility of helping to shape good habits should come under the condemnation of the little girl of five who, seeing an old mother cat carrying her baby kitten by the nape of the neck, cried, "Shame on you. You're not fit to be a mother. Why, you're hardly fit to be a father!"

Conclusion

1. The faults of childhood, if not corrected, grow in strength with adulthood, making success and happiness most difficult.
2. No adult is free from some of these childish faults or "infantile carry-overs." Their number and virulence determine largely one's handicap in seeking self-realization.
3. The faults of childhood need not become carry-overs into adulthood. These faults should be corrected in the home and the school, where there are both love and understanding.
4. The greatest objective for parent-teacher study groups ought to be to help the children break loose from the clutches of bad habits which will surely bring them failure, and to lay hold of good habits, which will as surely bring success.
5. It is a child's birthright to have his chance to succeed and to be happy. He is not born to fail. Too often he soon is laden with a burden of faults—imitated adult habits—which make life's race a losing one.
6. Sympathy and understanding are the key-words in all remedial work.
7. There is no excuse for children growing up with many vicious habits. Parents and teachers should try to set up constructive programs which will stimulate the development of wholesome, desirable traits, and thus make for happy, successful adjustments to the child's daily problems.

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SECTION II

WHAT ARE THE CAUSES OF THESE FAULTS OF CHILDREN?

CHAPTER IV

THE EFFECT OF SUGGESTION AND IMITATION UPON THE FORMATION OF CHARACTER

In examining the list of 132 faults presented in Chapter II, it can be seen that many of them may have been developed through imitation. Bad table manners, carelessness, deceitfulness, excitability, fault-finding, impatience, irritability, lack of self-control, nervousness, dishonesty, fear, unfairness, rudeness, quarrelling, blaming others, boasting, being bossy, discontent, extravagance, forwardness, impoliteness, impulsiveness, interest in improper food, lack of respect, mischievousness, unfriendliness, uncleanliness, lack of thoroughness, poor sportsmanship, pouting, roughness, selfishness, self-consciousness, being slow to act, slyness, acting "smart," showing off, stubbornness, supersensitiveness, taking advantage, thoughtlessness of others, thoughtlessness of duties, timidity, unkindness, slang, vanity, whining, untidiness in room, untidiness in dress and in care of toys—all are doubtless more or less the result of the child's living in an environment where these defects were found. Certainly, the child was not born with them. Children know only what they see, hear, or experience in some other way. These undesirable habits are the result of the power of suggestion upon impressionable, imitative young lives which were exposed to a faulty environment.

How Is the Power of Suggestion Shown in the Habits of Children?

A reading of this list of faults suggests that many of them are the results of the child's living in a highly emotional home, school, or community environment. One of the saddest observations forced daily upon us is the literally hundreds of healthy, impressionable children reared in homes and schools where outbursts of temper, extreme nervousness, fears, spasmodic fits of excitability,

and lack of self-control constitute for the most part the environment of the child. Such children are without protection. Their nervous systems are plastic. They have no philosophy of life nor standards which help them ward off the effects due to the emotional stimulus of a mother's cringing timidity, a father's tyrannical stubbornness, an older brother's vanity and show of superiority, or a sister's alternate moods of impulsiveness and pouting. The child simply cannot escape the damaging effects of such an unwholesome, emotional environment.

The influence of his environment can plainly be seen in many of the child's social maladjustments. When and from where did these faults come? Were the children born with these undesirable traits? When home and community life condone and overtly participate in lying, cheating, taking advantage of others, what protection has the child? When he sees slyness, selfishness, and unfairness practiced purposefully and stealthily, when he daily hears his father denounce everybody as a crook and listens to his threat to "take all he can get for as little as possible" and "to do others before they do me," can he escape a similar reaction to his social relationships?

Again, how do such personal maladjustments as carelessness, untidiness in rooms or with toys or in dress, bad table manners, slowness in dressing, or complaining about food, develop? Where does the child get his personal habits? If he observes that father undresses all over the house, and that it takes mother and sister some thirty minutes in the morning to find his clothes and get him "assembled," can one wonder that the child is untidy and unsystematic? If he daily sees untidy rooms, with clothes draped over the chairs, books and newspapers scattered over the floors, can one expect him to be the epitome of neatness and system? Living in such an environment, he will accept it as right and consequently will himself acquire slothful, untidy, wasteful habits.

Thus, the part that a suggestive environment plays, when acting upon a sensitive and imitating nervous organism, is all too evident. An appreciation of the influence of environment upon habit formation is necessary for anyone who would direct child life.

Why Is Imitation so Important a Factor in Character Development?

From the beginning of life, the child is copying the sights and sounds about him. Both consciously and unconsciously, he imitates the language, mannerisms, and emotional reactions of his associates. What we imitate, we become. What we practice *with satisfaction,* we make our own. Rudeness begets rudeness, deceit begets deceit just as surely as gentleness begets gentleness, and truthfulness begets truthfulness.

Thus, one's ways of reacting (habits) are determined by the play of environment upon one's impulses. For example, the response to the impulse of fear (an impulse prevalent in all life) may be influenced greatly by environmental factors. One can imagine how the attitude of a mother might cause a child to display any one of the following during a fierce electric storm: (1) frantic fear; (2) cautious fear; (3) reverence for an unseen power; (4) pleasure in the electrical display; or (5) scientific interest in the natural phenomena.

As a result of frequent exposure to such conditions, any one of the following habitual responses would result: (1) abject cowardice; (2) an attitude of caution; (3) resignation to a higher power; (4) pleasure in the electrical display; or (5) appreciation of the manifestations of nature acting in accordance with natural law.

Thus, the quality and degree of development of the fear impulse is dependent upon its interaction with its medium—environment. As with fear, so it is with all impulses. They may be used or abused, developed or distorted, by the environment in which they are nourished.

How Do the Customs and Habits of Adults Affect Children?

Habits of parents, such as the way they think, act, and look upon life, largely constitute the social environment of the little child. He early reflects the mannerisms and attitudes of those about him.

It is not only possible to trace the roots of many of our most important adult traits back to the period of infancy, but it also must be noted that some of these traits often become so firmly established at the age of four or five years that they may persist practically unmodified throughout the remainder of our lives. As examples we may cite such traits and characteristics as temper, stubbornness, diffidence, grit, self-reliance, initiative, perseverance, candor, honesty, and deceit. While it is entirely possible that certain of these childhood traits may find their origin in some native propensity for action, yet we must recognize the fact that any trait as exhibited by a four year old child has undergone a considerable amount of development, and we must also avoid the quite common error of regarding the strength and early appearance of a trait as a sufficient proof of its native character.[1]

Since the habits and the customs of a people constitute their social environment, and since original impulses depend upon the environment for their blossoming and fruition into acquired reactions or habits, the importance of the environment as a factor in character development is not to be lightly passed over. This ought to encourage parents and teachers to redouble their efforts in the providing of a rich, varied, and stimulating environment, for one's impulses can be developed into practically any kind of mental habit, i. e., attitude, disposition, or trait.

How Does Plasticity of the Nervous Organism Affect Habit Formation?

The extreme plasticity of the child's nervous mechanism makes him very sensitive to environmental conditions. Impressions are easily made, and their influence operates over a long period of time. That a child of five years is much more easily impressed and influenced by an experience or suggestion than he will be by a similar exposure at thirty-five is patent. This is true, not so much because his nervous tissue in adult life has appreciably hardened, as because he has built up in later life a rigid system of nerve paths in the way of habits, beliefs, and attitudes which discount, ignore, or throw off any suggestion that might arise.

[1] Harvey A. Carr, *Psychology: A Study of Mental Activity* (Longmans, Green and Co., 1925), pp. 342-3.

Before he can be taught much at thirty-five, he must first "unlearn" much, that is, break up several chains of habits and mental sets acquired in earlier life.

Plasticity a hindrance. The excessive plasticity of the child is not an unmixed blessing. For instance, a thoroughly honest man will be little affected by an example of dishonesty. He reacts in terms of his former habits of honor, and hence is little influenced from one more exposure to dishonesty. But the little child is different. He has no fixed habits, notions, or ideals of honesty. He is unprotected. He sees certain desirable ends gained in a thrilling way by a certain twist of reality. He is at once inoculated, so to speak, with dishonesty. He responds to this new and tense experience with his whole nervous system, much as the baby does who wiggles its whole body in attempting to grab a watch. Since his response to the stimulating experience is complete and tense, feelings and emotions arise which tie up the situation or suggestion with many nerve centers. A few distinctive experiences are often sufficient to initiate some characteristic mode of reaction which, under favorable circumstances, may soon develop such a strength as to be resistant to all sporadic attempts at social control.

Thus, early in his youth, we impress upon the child, with no little emotional zest, our notions of morality, politics, economics, and religion. Many of these notions are biased and without foundation. But being in this plastic period, the child accepts them all without question. So deeply ingrained do they become, that later he thinks of them as his own original discoveries. These outgrown customs are accepted before he is old enough to question, doubt, or criticize them. Consequently, as an adult, he is blind to their irrationalities, idiosyncracies, and inconsistencies.

Plasticity a help. But plasticity of impulse may be utilized in producing the positive and beautiful as well as the negative and despicable. If children are exposed to an atmosphere of initiative, tolerance, creative thinking, perseverance, self-reliance, self-sacrifice, sympathy, and service, these stimuli, too, will release feelings and emotions that will unite and assimilate these virtues with the very warp and woof of the nerve learning centers. Children are

always learning; they learn much when not being formally taught. A wonderful opportunity is given to parents and teachers for setting up such an environment that independence of thought may result and lead to higher social planes of living.

That the most precious part of plasticity consists in ability to form habits of independent judgment and inventive initiation has been ignored. . . . In short, among the native activities of the young are some that work towards accommodation, assimilation, reproduction, and others that work toward exploration, discovery and creation. But the weight of adult custom has been thrown upon retaining and strengthening tendencies toward conformity and against those which make for variation and independence.[2]

The hope of the race is in its youth. The child is not yet enslaved to fixed habits. He has impulsive urges to imitate, to believe, and to memorize; but equally strong are his urges to think, to criticize, and to create. Because of the plasticity of his nervous organism, the environment to which he is subjected is a potent factor in determining whether his habits will be narrow and selfish or broad and altruistic.

How Is Strength of Habit Shown in Life?

Habits are commands to activity. They are impelling and compelling commands to act, often being in this respect stronger than some impulses. We have only to recall the driving power of some bad habits, such as gambling, drunkenness, and thieving, in order to appreciate the hold that habits may have on an individual.

What will is. In fact, habits constitute the will. We say, "He is a man of iron will," meaning, of course, one with ability to make a decision in the face of great conflict and temptation. But did *he* make the decision? No, it was his previously formed judgments that made it. In brief, his habits made the decision. A weak-willed man is one with weak habits, that is, one whose habits have not been organized into certain distinctive demarcations and integrations wherein some are subservient to others. In

[2] John Dewey, *Human Nature and Conduct* (Henry Holt and Co., 1922), pp. 97-8.

such a case, nothing is settled as to the priority of one habit over another. There is a state of indecision.

How decisions are made. A man prides himself in saying, "I think so and so." "*It* thinks," is really the truth of the matter. His previously formed tastes and habits determine his choices and decisions. Thus do one's habits control his thinking. Some men could no more be progressive in thinking than a motor car could run through a jungle. These men have been exposed to anti-progressive habits of thinking (environment) from infancy. Their ultra-conservative habits make constructive thinking an impossibility. We do not choose our friends. "It"—our habits—choose them. Of course, our friends are very agreeable and wise folk. Certainly they are agreeable, because their tastes, habits, and philosophy of life are perfectly in tune with our own. "Birds of a feather flock together" is a psychologically sound proverb. Our friends are clever because their degree of intelligence is either on a par with or a little superior to our habits of thinking.

What character is. Character is often defined as the sum total of one's interrelated responses of thinking, feeling, and acting. If you know a man's habits, you know the man. That is why we can predict with precision the possibilities or probabilities of reaction in adults. They first made their habits; but in turn they are ruled by them. Since character is the product of the interaction of human nature upon its environment, and *vice versa*, and since it would appear that environment plays a leading role in character development, the future is rich in promise and hope. Impulses are ever eager to respond to stimuli, and many become integrated into the finest of habits and dispositions. *When the habits that go to make a life receive the emphasis that is now placed upon those intellectual and vocational habits that go to make a living, we may expect a happier, worthier, and more successful epoch in human history.*

How one's destiny is determined. Strength of habit is beautifully summed up by James:

> All our life, so far as it has definite form, is but a mass of habits,—practical, emotional, and intellectual—systematically organized

for our weal or woe, and bearing us irresistibly toward our destiny whatever that may be. . . . Ninety-nine hundredths or, possibly, nine hundred and ninety-nine thousandths of our activity is purely automatic and habitual from our rising in the morning to our lying down each night. . . . The teacher's prime concern should be to ingrain into the pupil that assortment of habits that shall be most useful to him throughout life. Education is for behavior, and habits are the stuff of which behavior consists.[3]

What Psychological Principles Are to be Observed in Habit Formation?

The individual's habits grow out of the customs of those about him. An impulsive, impressionable nature interacts with satisfaction with a stimulating and domineering set of customs, called environment, and another domineering personality is developed. An impulse to do something becomes organized into an interest or a habitual way of acting. For example, take the impulse of curiosity. Expose it to a gossiping environment only, and a gossiping personality will probably be developed. But expose it to a stimulating, scientific environment, and the result may be a satisfying response, tending by repetition to become a specialized interest in some field of scientific research.

Experiences and habits. But the crucial observation for parents and teachers to note is that a habit comes usually only after many satisfying experiences. For example, taste for good music is the result of experiencing pleasure in listening to or creating good music; appreciation for beautiful china comes only after one has experienced joy in seeing and using beautiful china. So it is with the development of such cardinal character traits as courage and cheerfulness. The child must be an active, satisfied participant in experiences where courage and cheerfulness predominate before he can have sharply defined notions of their meaning, and an earnest desire for their possession.

The three steps in habit formation. Both the school and the home need to make a closer study of the psychology of habit for-

[3] William James, *Talks to Teachers* (Henry Holt and Co., 1916), pp. 64-6.

mation. All too frequently, we spend our time setting up ideals before the pupils. This is done sincerely, thoroughly, and with no little emotional zest. Our next step is to create a desire in the child to make that ideal his own. But these two steps are not enough. There is character growth only when they are followed by actual doing. In fact, to see the ideal and to desire it passionately, yet never to strive systematically to attain it, may produce most damaging effects. In this way the moral muscles are immeasurably weakened. The number is legion who hear weekly the ideal of truth preached from the pulpit; probably many feel an emotional glow for its realization; but, if there is no positive action for change in conduct, little good is accomplished. If there are frequent, stirring repetitions of the presentation of the truth, accompanied by emotional glow, but still no change in conduct, the hearers are actually worse off than they were in the beginning. For, slowly but surely, they become calloused and completely insulated from the things that used to move them. Thus *to know* and *to feel* the need of change, but never *to act,* is moral and emotional suicide.

Significance of the third step. A man whose health is failing from over-work and strain realizes his condition. So does his family. He *desires* good health. The family urges the necessity of a change in living. He buys a golf outfit and enthusiastically plans wholesome and energizing forms of recreation. He *sees* the ideal—regained health. He *desires* it keenly. But, if he stops there, he fails. He must practice faithfully those types of behavior which will make his goal—good health—a reality.

In short, if one desires to reach a certain end, let him take his mind off it and attend to the act which is next to be performed. Of the three steps in the formation of habits—namely, (1) setting up in clear relief the habit to be attained, (2) creating a passionate desire to achieve the goal, and (3) setting up a series of performances or initiating a machinery of procedure which will produce the desired end—pin faith to the third step. Only in the degree that the child's emotional desire to achieve can be utilized in carrying out with zest the series of acts that lead to perfection

can it be useful. Possessing the ideal and desiring to attain it are of little value, unless there is correct guidance at every point.

It should not be inferred from this that parents and teachers are to discontinue setting up ideals, nor lessen their zeal in creating healthy desires. But we should concentrate our energies upon setting up conditions, situations, or machinery which will surely and effectively produce the desired habits of conduct. In the life experiences of children is to be found the raw material for the method of procedure. Living together wholesomely and sharing big responsibilities are experiences so full of stimulating opportunities that, if the child's leaders have but the courage and the vision, wonderful progress in character development will surely result.

What Are the Possibilities of Education?

The great hope of mankind is in the *education of the child.* Children are not hopelessly enmeshed in the snares of custom. Their minds are fresh and free from inhibitions. They are teeming with energy. They are driven on to achieve by the impulse to know, to explore, and to build. If we but give them a fair chance to form their own opinions, to make their own judgments, and to do their own thinking, great forward strides are possible.

Our duty as teachers and parents is obvious. We must see that the children are exposed to conditions which will encourage and challenge them to think, to evaluate, to criticize constructively, and to construct a better world in which to live. Their impulsive life needs only sympathetic and wise direction. We must help them, through a stimulating environment, not only to uproot unwholesome and stunting habits, but to develop such positive habits as tolerance, service, and cooperation. If we can make it possible for them to live in an environment that demands thinking, reasoning, and judging, if we can make reason a custom, and prejudice and narrow-mindedness a disgrace, we need have no fears for future generations.

The power inherent in a suggestive environment to stimulate emotionalized responses in children evokes at once great hopes as

well as dire fears, in parents and teachers. Human destinies are determined through suggestion and imitation, acting upon impressionable minds. Many of the faults mentioned in this chapter owe their origin and strength of development to a suggestive, bad environment. Only by a wholesome environment, wherein good responses supplant the bad, can we hope to uproot the evil. A stimulating and wholesome environment thus becomes our hope.

Conclusion

1. Children learn more in their early years through imitation than in any other way.
2. Probably many or all of the faults listed on pages 10-12 are learned more through imitation than we have hitherto realized.
3. The child's nervous system is so sensitive and so comparatively free from established nerve patterns that he is very susceptible to any strong stimulus in his environment.
4. Plasticity is the name given to this sensitive, impressionable nerve condition in childhood.
5. But this plasticity may be either a blessing or a curse, because the child's nervous system reacts to the bad with the same facility that it does to the good.
6. If his impressionable nervous organism is exposed to an environment of poise, gentleness, open-mindedness, honesty, tidiness, thrift, courage, and creative thinking, the laws of learning and their correlates can do only one thing—develop nerve patterns or types of behavior which are the exact replicas of the virtues named.
7. The environment then becomes the controlling factor in the making of human destiny. But the child's environment is largely the sum total of the habits, opinions, and customs of his parents and teachers. If their habits of thinking, feeling, and doing are narrow, base, cruel, or despicable, what chance has the child or civilization to make progress? This may account for the fact that after all the years of

human existence we still have much of the spirit of "the jungle" in our group living.

8. The progress of civilization is almost, if not entirely, dependent upon the kind and degree of stimuli to which the race subjects its children. If we, as guardians, expose their impressionable, plastic nervous mechanisms to the best the race has produced, and if we challenge and encourage these children to remake and recreate the race's past, all to the end that the new will be nobler and better than the old, progress will come with unprecedented celerity and certainty.
9. The stultifying sin of the adult is that he "frowns upon" and "discourages" those opinions and suggestions that differ from his own. Too often he believes he is thinking, when as a matter of fact he is simply rearranging his own prejudices.

Suggested Questions

Parents and teachers are encouraged to use the case study method in handling all their disciplinary problems. The essence of this method is: Find out the several pertinent causes of the child's misconduct so that sympathy and understanding may guide you in helping the child make a wholesome adjustment. The following questions, which were an outgrowth of several parent-teacher study meetings, were found, in several cases, to be of inestimable value in setting up remedial measures.

Careless, forgetful, thoughtless about duties

1. Could a child who was raised in a home or school where carelessness, shiftlessness, and forgetfulness were the rule fail to acquire such traits?
2. Is it not child nature to have transitory interests, going from one activity to another without stopping to finish the drab, menial details that are incident to many of his activities? How strict shall we be?
3. Do we expect too much of children? Are adult standards of carefulness and thoughtfulness often too high? Where has the child had a chance to learn certain habits of control over his impulsive drives?

4. Are the child's parents and teachers consistent in their daily checkups? Do they demand carefulness and thoughtfulness one day, and let him "get by" the next?
5. Does the child gain by his carelessness, forgetfulness, and neglect of duties? What will be the effect upon his future reactions? For example, if he carelessly leaves his bicycle by the curb where it is run over by a truck will he not put a premium on carelessness if he knows he can soon have a new one?
6. Does he hear his parents or teachers telling others that he is the most careless boy that ever lived? He may come to believe them, or at least to accept the implication and try to live up to his reputation.
7. Would one of the most effective ways of helping the child overcome these three faults be to let him suffer from the direct results of practicing them? Are annoyance and failure not often as effective teachers as satisfaction and success? For instance, if a child habitually loses pocket knives almost as fast as they are given to him, would it not be well to refuse to buy another, or allow him to have any other for, say, three months? Deep-rooted faults require drastic remedial measures.
8. Would it help the child to overcome habits of forgetfulness and carelessness, if he were given more responsibilities of significance (as he sees it) in the home and school, wherein carefulness and thoughtfulness were absolutely necessary for him to succeed, and for which, when his work was well done, he received generous praise from parents, teachers, or fellow students?
9. Does an adult have a moral right to be careless and yet punish a child for displaying a kindred fault? Usually a child has a keen sense of justice.

UNTIDINESS WITH REGARD TO ROOM, CLOTHES, TOYS, AND BOOKS

1. Has the child been reared in a home or school where untidiness prevailed? He knows only what he has experienced.
2. Does he gain by his untidiness? Does some one clean up his muss, freeing him of this distasteful task?
3. Does he use his untidiness to become the center of excitement and aggravation?
4. Are neighbors told in his presence that his room is a sight and that he is a hopeless case?

5. Are parents and teachers consistent, or do they have spasmodic attacks of tidiness?
6. Should the standards be high at first?
7. Would letting the child suffer occasionally as a result of his untidiness be a wise, educative procedure? For instance, a boy who was untidy in his room could not find his clean clothes one morning. Consequently, he missed the bus, had to walk to school, was late, had to stay after school to make up time, and thereby missed the bus home. A quiet talk with him regarding the cause of his bad day was effective. He saw, first hand, the need of system.
8. Would providing the child a room of his own and holding him responsible for keeping it in first-class condition give desirable practice in tidiness?
9. Could one begin with children a year old and help them experience satisfaction putting away their toys and playthings before taking a nap?
10. Should not each child have at least a shelf or corner of a room, if it is not possible for him to have a whole room, for his very own use? Could he be trained to compare his room with that of other members of the household?
11. Could home and school be organized on a democratic basis, where each member was held responsible for the performance of certain specific duties?
12. What would be the advantages of making tidiness the basis for competition? The teacher in the school or the mother in the home could act as judge, at the end of each week giving the decision as to who had been up to standard.
13. Why not have all the members of the home or school list those situations in which untidiness has been most prominent, then make a chart of these life situations, and check themselves daily by the chart? Even adults have shown marked improvement as a result of such a plan. The total score at the end of each week could be compared to the total possible score.
14. Why not help the child by listing, on a cardboard in his room, the tidying chores he should do each morning and before going to bed? Let him check off each item as soon as it is attended to. Often chores are forgotten; but with this constant reminder it is easy and interesting for him to check up on himself.
15. Would daily inspection of one another's room and friendly rivalry help? Would not inviting neighbors to see how

tidy the child kept his room be effective? At school, visitors from other rooms might be invited. There is usually too much adverse criticism, not enough praise and appreciation in the life of the child.

DISHONESTY, LYING, DECEITFULNESS, SLYNESS

1. Would it help the child who sometimes displayed the above traits, if adults made a careful investigation to discover the cause of such misdemeanors?
2. Is not lying, for the most part, based on fear of punishment? The child cheats on a test, steals something, or in a fit of jealous rage hits someone. He expects punishment. What is more natural than to try to escape it? What is more logical than to deny having done the wrong? Could much lying be eliminated, if all fear were removed, and if children realized that severe punishment would not follow, provided they told the truth? Then, help the child, when he does confess, by pointing out how little is gained by such behavior, by analyzing the cause of his trouble, and by showing how he can prevent its recurrence.
3. Would a child raised in an environment where lying is condoned, even regarded as clever, be other than dishonest when it served his purpose? Does the child ever observe the dual life in the home, such as saying one thing to a guest and quite another when he is gone? Does the child distinguish between the so-called "social fibs" of his parents and his own attempts to deceive?
4. Is it not wrong to classify the daydreaming, make-believe, and fancy of little children as base lying?
5. Is lying often caused by a child's desire to satisfy his ego, making himself out a hero? Why not provide occasions where he wins, thus saving him not only from lying but from becoming an introvert, a weakling, or one who fears reality?
6. Do parents and teachers keep their promises? If they do not, will the child think it is serious to lie and deceive occasionally?
7. Does not the child often get into mischief, then lie to save himself? Could the unfortunate episode have been averted by providing him a stimulating environment?
8. Have children not often profited by lying, *e.g.*, being allowed to keep the stolen articles or passing the difficult test?

9. Shall we always be certain that we know the child's motive for lying? Often our demands, standards, or the conditions under which he works provoke him to lie. He has pride. He wants to measure up to some standard. He will do so by means either fair or foul. Should we not know the basic motives in every instance?
10. Would not "palship" between the adult and the child establish such confidence that a child would tell all, if he did slip?
11. Could a cooperative scheme between parent and child in the home, and teacher and child in the school, be worked out, in which fear of punishment for lying would be removed, and in which the child would be given opportunities to live his own life, to see and confess his own blunders, prescribe his own corrections, and thus get more satisfaction in doing the right than formerly he got in doing wrong?

CHAPTER V

THE EFFECT OF DENIAL UPON CERTAIN INBORN TENDENCIES

A young mother and her eighteen-months old daughter created something of a scene on a train recently. Apparently, the two had been traveling for some time, for the mother, in a state of exhaustion, was heard to exclaim, "This baby is driving me wild!" Now, as a matter of fact, the child was being "driven wild" or into a state of hysteria because of the mother's ignorance of child nature. This little bundle of activity had been on the train all day. She had no doll, no picture book, no pencil and paper, no crayolas, not a toy nor an article of interest to *her* on this tedious journey. Neither was the child allowed to walk up and down the aisle, stand up in her seat, pull at the curtain, jump, kick, or exercise in any way. Two things she was permitted to do—sit still like an adult or go to sleep. As she chose to do neither, is it any wonder that both mother and baby had frayed nerves at the end of such a day?

Why Should Parents and Teachers Study Seriously the Impulses of Childhood?

What was the chief difficulty in the whole situation? The mother did not seem to understand child life. She did not realize that the first, last, and middle name of any healthy normal child is activity. She did not know that to inhibit this innate tendency is one of the most uncalled for and cruel of punishments, both mental and physical, that can be inflicted upon a child.

Probably every reader has witnessed similar combats between parent and child. The reason why so many children enter the kindergarten or first grade spoiled, emotionally and temperamentally, is no longer a mystery.

All too frequently one hears some teacher, near the close of

the day declare, "These children are the limit. I'm just a rag!" Possibly there are forty other human beings in the room who are "rags." And why? Because the teacher does not understand child life and its needs. She, too, has forgotten her child psychology. Since activity is the first law of life, why not adjust subject matter, method, and time schedule to it? Failure to do so results in frayed nerves, spoiled dispositions, unwholesome thoughts, and, often, bad behavior. As adults or children, mankind is as yet ruled more by impulses and feelings than by reason. Can we then study too carefully and conscientiously the nature and development of the impulsive life of the child?

Why Must the Child's Impulsive Urges Have an Outlet?

The child is a bundle of impulsive inner urges to action. He must talk, whisper, turn, twist, run, jump, touch hands, taste, and, in fact, be on the move mentally and physically during his waking hours. All this is natural. His instinctive tendencies to explore, examine, boss, make, create, construct, and collect are impelling and compelling drives to activity. Let these inborn tendencies to act be denied an outlet and he will either become nervous, irritable, and disobedient or else seek an outlet of his own which we adults wrongly label "mischief."

A father left his four-year old son in his study for a few minutes. When he returned, he found the child wholeheartedly engaged in red penciling the one exposed wall. The father's first impulse was to punish the boy severely. But, upon second thought, he realized that the child had neither a blackboard nor large drawing paper and that, in marking the wall, he was only following his impelling urge to draw, to create, to express himself. Within a few hours a piece of blackboard, some chalk, and an eraser had been added to the furniture in the child's room. He was then helped in his drawing for a few minutes. At this juncture, it was explained to him that he must *never* write on walls, windows, or floors again; that other people's property must be left alone; and that he must draw either on his own blackboard or on some large paper, which was also supplied. Needless to

say, the child never disregarded this appeal of the parent. He at last had a legitimate outlet for his energetic desires to create and to play.

Within the normal life of every child, walls are marked, curtains pulled down, thimbles and scissors poked down registers, electric toasters burned out, mirrors and windows broken, furniture marked up or demolished, valuable machinery damaged, often beyond repair. Adults call these expensive escapades mischief and deviltry. Both terms are really misnomers. The child's impulsive life is merely seeking outlets for a variety of urges toward activity. A highly sensitive nervous organism is merely responding to the stimuli of its environment. If an outlet satisfactory to both child and adult is not provided, one of two things happens: either the child seeks, and often finds, one that leads to trouble, or, if he is entirely restricted, he develops several unhealthy habit traits.

What Undesirable Habits in Children Might Have Originated Because Their Instinctive Tendencies Were Denied an Outlet?

In looking over the list of 132 undesirable types of children's behavior, cited in Chapter II, one might select the following as owing much of their origin and strength to a barren or restricted environment: arguing; bad temper; boisterousness; tendency to contradict; cowardice; being easily influenced; lack of self-confidence, consideration, concentration, initiative, cooperation, and stick-to-it-iveness; deceit; dependent; destructive; discontent; dishonesty; disobedience; disrespect; running away; teasing; unkind; slyness; stubbornness; selfishness; sullenness; disregard of duties; untidiness; whining; impatience; impudence; impoliteness; laziness; meddlesomeness; mischievousness; nervousness; peevishness; restlessness; rudeness; being a poor sport; and inferiority complexes.

For the sake of discussing the faults that are more or less similar in behavior situation, let us classify them under the three following captions: (1) those faults occasioned by the child's

resentment at denial of an outlet for his impulses and energies; (2) those faults occasioned by the child's secretly trying to find an outlet of his own, and thus getting into trouble; and (3) those faults occasioned through lack of a positive program to develop specific virtues or the opposites of the faults.

What Undesirable Habits May be Occasioned by Resentment at Being Denied an Outlet for Impulsive Urges?

Resentment against a parent often ensues when the child is not permitted to follow, in a way that would be right and proper, his impulsive urges. In such instances some of the following unwholesome responses are likely to result: arguing, contradicting, disrespect in some form, impudence, impoliteness, rudeness, stubbornness, peevishness, irritability, restlessness, teasing, and whining.

Adults do not realize how sensitive and responsive is the nervous organism of a healthy child, and how few mental interests he has to turn to as diversions, once his instinctive desires are thwarted; otherwise they would sense more keenly the almost unforgivable crime of denying children an outlet for their dynamic, pent-up energies. The little child responds wholeheartedly to a stimulus. When his carefully constructed block-wall suddenly caves in, he feels as though the whole world has tumbled. When he feels the hunger urge, he wants food at once. To adults his impatience is annoying; but adults do not always realize how habits of self-control are built up.

With the child, any stimulus sets off or releases boundless energies which tend to function in certain very definite ways. He has not learned to substitute another type of response; he does not have dozens of interests or major problems to fall back on; he has no built-up philosophy of life. In a very significant sense, every new interest acquired by the child is another means of learning self-control. For, new interests mean new outlets for the impulsive emotional life. These interests act as safety valves for the reflexive, organic, and impulsive urges. The adult controls

himself through these acquired interests. If one response to an impulsive urge is blocked, he merely substitutes another. But the child must be helped to build these substitute responses. Many interests may be developed early by exposing him to a rich and stimulating environment. Self-control, poise, and freedom from emotional moods and outbursts will come as a natural result. But to thwart consistently his instinctive urges is ruinous.

Any normal child will argue, contradict, or show some form of resentment toward parent or teacher, if he is denied in his environment an appropriate outlet for his energies and impulses. Parents and teachers should recognize the first appearances of such tendencies as indicating inadequacy of environment or as signifying that the child's innate needs are not being met. If the adult responds with flat refusals, gives no reasonable explanation for refusing requests, and provides no substitutes, he may expect to reap a harvest of arguing, impudence, disrespect, peevishness, whining, stubbornness, or rudeness.

What Undesirable Habits May be Occasioned in the Child Who Seeks an Outlet for Himself?

If the child is denied a satisfactory outlet for his impulsive urges, he will, in all probability, try to find another. The outcome is likely to be as varied as it is usually disastrous. Some of the more common forms of reprehensible conduct that often ensue when the child attempts surreptitiously to find an escape are: running away, disobedience, dishonesty, deceit, slyness, stubbornness, nervousness, mischievousness, cowardice, and poor sportsmanship.

When, through following their instinctive urges, children get into mischief and do damage, destroy or lose something in their escapades, fear at once seizes them. They expect punishment of some kind from their impulsive, unreasonable guardians. And to ward it off, they immediately resort to subterfuges, alibis, or even carefully planned lying. Fear, probably more than any other motive force, is the cause of dishonesty, lying, and blaming others. The child is discovered in mischief and blamed for it;

immediately, because of fear of punishment, he resorts to lying and deceit. Hence, aside from the property being damaged or destroyed and regulations broken by the child who secretly finds his own outlets, such evil habits as premeditated lying, unabashed denial of guilt, and the blaming of others are slowly but none the less surely built up. Had parents and teachers been sufficiently interested in child development or had they possessed an adequate knowledge of child psychology, such regrettable conditions need not have been brought about.

What Undesirable Habits May be Occasioned by Lack of Provision for a Positive Environment?

Many faults owe their origin to the lack of a wholesome environment. There is always change of some kind; and if desirable habits are not developed through favorable opportunities to practice them, there is likely to be a vigorous crop of their opposites. Again, even the most aggressive children cannot long endure the ridicule, domineering attitude, or severe punishments which are apt to follow their attempts to find for themselves satisfactory outlets for their impulsive urges. Where no specific, positive program for the development of certain desirable character traits is provided, we find among the most frequently listed faults such undesirable types of conduct as: lacking in initiative, concentration, consideration, cooperation, independence, and stick-to-it-iveness; disregard of duties; selfishness; laziness; irresponsibility; and inferiority complexes.

But what else could one expect? How does one get his habits and emotionalized ideals, except through using with satisfaction certain situations in their life setting? Children, in such cases, are what they are because of their experiences. If we expect strong biceps and pectoral muscles, we at once provide an environment of experiences and exercises that will assure their development. If we sincerely and intelligently desire that our children develop such strong moral muscles as self-reliance, initiative, cooperation, industry, and stick-to-it-iveness, we will be just as zealous in providing an environment that will give them numerous

and varied opportunities to practice these traits. Moral muscles and bodily muscles are built in exactly the same way—through exercise.

A big part of the work of teachers and parents is providing a place for children to play, with tools and materials appropriate to their different age levels.[1] Such conditions will greatly minimize cases of arguing, disobedience, or stubbornness. Wholesome, stimulating situations for the child are his birthright. He has a right to develop his inborn tendencies into worthy abilities and desirable characteristics. At the same time he should be given an opportunity to face and accept responsibilities and should be encouraged to do his share toward making all cooperative enterprises a success. Only through such a positive program will the desirable characteristics be developed.

How Does Environment Affect the Ability to Think?

Teachers and parents may, in some cases, take exception to the program suggested in the preceding pages. They may contend that it is unwise, even perilous, to encourage children to develop initiative, to let them plan and execute projects, or to give them responsibilities, arguing that the immature judgment and the inability of children to think may lead to disastrous results. But why do children lack judgment? Why can't they think? In how many schools or homes are children daily challenged in their life situations to use their own judgment, to solve their own problems, actually to do some real thinking? Often young people have to leave home in order to find an opportunity of taking the initiative in managing their own lives or in standing on their own feet. Parents and teachers frequently do all the planning and make all the decisions; then they bemoan the fact that young people are so irresponsible. Undoubtedly part of the popularity of extra-curricular activities is due to the fact that here pupils can in part "run their own show." If 98 per cent of the people (as some estimate it) have neither the ability nor the inclination to think, who is to blame? Who set up, either in the home or the

[1] See appendix for play material.

school, a stimulating environment for them when they were children?

Mr. Edison, when pressed for a statement as to the probable cause of the inability of thousands to think, and of their unwillingness to think, said:

I don't know whether the woeful failure of most people is due to faulty methods of teaching in our schools or not, but I am inclined to think it is. It seems to me that either the teachers are not practical or else the authorities do not furnish the right kind of practical books. The more experience I have with young men the more I am inclined to think that something serious is wrong with both our school and our college systems of education. The boys and girls are taught a lot of theories which they seem to learn by rote. At any rate, very few are taught to do any thinking of their own. I can very rarely find even a college graduate who can think to any purpose.[1]

Thinking takes place when there is a difficulty to be removed, a conflict to be settled, a problem to be solved. In short, reasoning is present whenever an adjustment is to be made that requires the use of higher intelligence. Adults live in a world that is constantly demanding adjustment. Many and new experiences bring many and new meanings which, in turn, demand mental activity. In a similar way, the child should be encouraged to use his mental powers. The child's learning to think, even his ability to think, differs from the adult's largely in degree, not in kind.

Children will become independent thinkers in the degree that they live in an environment which stimulates and encourages them to meet problems and to solve difficulties. Many of their attempts, of course, will be incomplete; many will be imperfect; but some will be successful. The result of these attempts will be an attitude of trying and an independent development of their mental life. When parents and boards of education and teachers become obsessed with a passion to make thinking, reasoning boys and girls, instead of eighth-grade and high-school graduates, great changes will be made in school buildings, equipment, subject mat-

[1] Thomas A. Edison, "Why Do So Many Men Never Amount to Anything?" *American Magazine*, Vol. 91 (Jan., 1921), pp. 10-11.

ter, and method. The child has the capacity to develop independent thinking habits. It is only fair that the necessary stimulating situations be provided for him.

What Can the Home and the School Do Now to Develop the Ability to Think?

But parents and teachers must not fold their hands and wait for a millenium when conditions will be ideal. Rather must they go ahead and make possible adjustments forthwith. With very little effort, many advantageous situations which encourage thinking can be set up for the child. The following suggestions may be of help in attempting to provide the child with a stimulating, thought-provoking environment:

1. Observe and nourish the primordial characteristic of every animal—an urge to act. Through this impulsive tendency to be forever on the move the child meets new situations, gets broader meanings, and learns to make new adjustments.
2. Encourage by stimulation the activity of all his instinctive life. For example, he has native propensities for constructing, collecting, owning, creating, asserting, investigating, manipulating, imitating, and emulating. These tendencies constitute a *directive* urge that leads into enterprises, difficulties, and projects whose solution, in turn, means mental growth and the development of the ability to reason.
3. Provide for him a course of study made up of things to do, of creative activities that are within his experiences. The so-called knowledges and skills so carefully embalmed in his text books will then be learned as he needs them in order to succeed in his enterprises.
4. Give him many responsibilities, both at home and at school. Thus he will learn to share and cooperate in a democratic society.
5. Stimulate his propensities to achieve, to build, and to create. In the degree that the child is permitted to attack

his own problems and use his own ideas in solving them will he develop faith in himself. As he succeeds in solving his problems, he will learn to believe that "what man can conceive, man can achieve," and he will be led on and on into many forms of experience, from which will come fuller and richer meanings.

6. Help the child to many wholesome, first-hand experiences, for only in this way does one get his clearest and most accurate meanings from life. Then supply him with many analogous experiences, second-hand, through readings, pictures, stereopticon slides, etc.
7. Let the recitation period be one of assembling data, judging their value, and, from the facts in hand, making conclusions. In such instances, the children hold the center of the stage, the teacher acting as director and advisor only.
8. Correlate textbook information and supplementary reading with the creative activities of the school, the home, and the community.

In brief, if teachers and parents provide the child with activities that afford an outlet for his impulsive tendencies, that are within his ability to handle, and that he feels his playmates, teachers, and parents believe to be worth while, they have provided him with a laboratory that makes the intellectual achievements of reasoning and judging a possibility. In the appendix are listed some references which list wholesome suggestive activities as guides to thinking.

Conclusion

1. The child is a bundle of energizing urges. The two principal sources from which the child gets his drive for mental and physical activity are:
   (a) First, he is a young, growing, healthy physical organism, with a nervous mechanism highly sensitive, vibrant, and susceptible to any stimulus which will release its pent-up power for expression.

(b) Second, the child is born with certain impulsive urges which are directive and demand an outlet in order to afford him satisfaction.

2. Few punishments are more cruel and uncalled-for than that of denying the child wholesome activities which will act as outlets for his incessant demands for action.
3. The faults listed in this chapter probably all find their origin and much of their subsequent development in the denial of outlets to certain urges inherent in all healthy children.
4. The child, if denied an outlet for his impulsive life, will seek one covertly. Here is sown the first seed of deception and shame. If his secrecy leads him into mischief, he will lie and blame others because of fear. If he is easily subdued, thus giving in to his repressive environment, he has lost many opportunities to learn self-reliance, straight thinking, perseverance, cooperation, and initiative.
5. One of the dispositions and techniques which adult life most acutely needs is the ability to think and, before making a choice, to want to think one's life situations through. The number of adults is legion who suffer daily because, as children, they never had a chance to learn to think, and thus, never acquired the habit or disposition of evaluating their daily problems.

Suggested Questions

ARGUES, IS STUBBORN, CONTRADICTS

1. Could not arguing, contradicting, and stubbornness, in many instances, be classed as virtues rather than faults? Possibly any one or all three of these so-called faults are evidences of will power, courage, determination, initiative, and drive, which are greatly needed, both in children and adults.
2. Would not allowing your child to present his side of the case be helpful in his development? Do we not need strong, fearless, and self-confident people? Can children be trained for a democracy in an autocracy?
3. If the child is never allowed to argue or present his side

of the question, will he not in time develop either a meek, submissive, whipped attitude, or its opposite, a parent-hate, which may transfer itself to all governing bodies in adult life? Some psychiatrists believe that this resentment of parental tyranny often affects the emotional life of the child to the degree that it becomes a carry-over in the form of hatred toward anyone in authority.

4. Would the child's physical condition often aggravate these three faults? How much allowance shall be made for ill-health?
5. Could parents and teachers, by anticipating provocative situations, often prevent an outburst of these three faults? Why is it their duty to do so?
6. Does the child often capitalize his arguing, contradicting, and stubbornness to gain his own ends by wearing out the opposition? How can such a motive be wholesomely thwarted?
7. Would a keen sense of humor in the adult help the child to see the stupidity of his contention? Many times, being able to see the funny side of a situation relieves the tension, and, after a good laugh, the child is ready to listen to reason.
8. Are you certain that you know the motive that prompted your child to contradict or argue? Their childish reasons are often very significant to them.
9. Have you helped your child to see the difference between arguing and discussing?
10. Does your child have many interests or many opportunities to be wholesomely busy?
11. Are children born stubborn, or do they sometimes see stubbornness manifested in the adults with whom they live?
12. Is arguing, contradicting, or stubbornness often a defense reaction of the child who has failed? How can such defense reactions be eliminated?
13. Would it be possible for adults and children to live in such confidential, friendly relationships that all differences of opinion could be talked over deliberately and fully, each side being encouraged to have its full say?
14. Would it be possible for adults so to live among their children that, when time or some other equally vital factor did not permit a discussion of the issue, the confidence of the children in the sincerity and broadmindedness of the

adults would be such that they would yield gracefully, accepting without murmur the adult decision with the full realization that adequate reasons would be given later?

15. Can children be taught the difference between arguing and discussing, stubbornness and sincerity of conviction? Could they be helped to see that one is a despicable fault, the other a cardinal virtue?
16. Could adults and children adopt some standard means of settling disputes in which law, and not clashing personalities, would govern? (For instance, home room organization in school and home court in the home.)
17. Would it not be wise to ascertain all the causal factors operating in any instance of maladjustment before attempting to make a decision?

READS TOO MUCH

1. What other interests has the child?
2. Have you helped your child develop other equally attractive interests, such as music, several kinds of sports, nature study, camping, etc.?
3. What is he reading? Probably nothing so molds a child's life, especially an adolescent's, as the kind of material he habitually reads. (See list of books suggested in appendix.)
4. Do you talk over with him what he reads to make certain that he is getting correct notions about life?
5. Do you have a family reading hour? Does the family, gathered before the fire, enjoy reading aloud interesting books?

TALKS TOO MUCH, INTERRUPTS, INTERFERES

1. Are not all three of these faults simply the result of the overflow of youthful energy seeking outlets?
2. If these three traits are annoyingly chronic, would it not be well to make a diagnosis of the child's physical and mental condition?
3. Would lack of a happy, attractive, wholesome set of interests and activities be one cause of an abnormal display of these traits? Pent-up energies must have an outlet; if it is not a healthful one, it will be perverted.
4. Is the child practicing good health habits, in this way taking the first precaution against nervous instability?
5. Does he gain anything through a display of these traits? Is he bribed to keep quiet when company is present? Per-

haps he has learned that by such a display he can become the center of attention.

6. Would it not be fair to the child, and also a means of rectification, to take time daily to talk over with him his problems and attempt to answer his numerous questions? Children have a right to express their opinions and to seek information; and schools and homes should make adequate provision for them to exercise their right. The old adage, "Children should be seen and not heard" has too long held sway.
7. Could not the parents or teachers and the children talk over those situations and occasions, when forbearance from talking, interrupting, and interfering are really necessary? Would not giving the child reasons for keeping quiet, complimenting him when he does, helping him, with a "knowing wink" or smile, to control himself on occasions when he is about to forget—in short, making the building of personality an attractive, cooperative enterprise, be a most effective way of helping him overcome such an undesirable trait?
8. Would it not be helpful to explain to the child that, since he has his own play room in which he has many liberties, he should respect the liberties of others; that in the home and school of democracy all must cooperate and consider one another?

CHAPTER VI

THE EFFECT OF FAILURE UPON THE FORMATION OF CHARACTER

If a child flies into a rage when he fails in his conflicts with certain life situations, one frequently hears people say, "Poor child! It is too bad; but both his father and grandfather had such 'spells.' What else can one expect? He inherited them." Yes, in a very significant sense the child did inherit such tendencies, but not through germ plasm alone. He inherited an environment in which he was daily exposed to tantrums, spells, and phobias upon the part of adults when they failed. Those psychologists who facetiously say that one would have to begin with the grandfather to affect a cure in such an instance are not far from the truth. Through suggestion and imitation the child acquired these unhealthy emotional habits from his father who, in turn, had imitated his father. Not *biological* but *sociological* heredity should be the center of study for parents and teachers.

What Faults Might Have Their Origin in an Early Environment of Failure?

Character or personality is simply the result of interplay between biological heredity and environment. The interaction of these two entities causes certain adjustments to be made, certain habits, mental sets, traits, and accomplishments to be developed. In brief, the child's future happiness and success depend upon the many and varied adjustments that he makes to perplexing life experiences. If, for example, he is reared in a home where he hears a failing father bemoan his fate by denouncing everybody and life in general, if he is exposed to a mother whose manifestation in everything she says or does is one of fear, dejection, and inferiority of attitude, if he himself is bullied by older and

stronger brothers and sisters, he can scarcely escape having some of the following traits: cowardice, fear, supersensitiveness, timidity, daydreaming, cruelty, hate, sullenness, whining, pouting, stubbornness, self-consciousness, enviousness, lack of self-control, lack of confidence, lack of initiative, restlessness, dissatisfaction, irritability, unfriendliness, over-cautiousness, jealousy, destructiveness, and either self-pity or bullying.

Any one or all of the above twenty-five faults, and probably as many more allied ones, may have their origin and subsequent development in an environment where the child is exposed to confessions of failure upon the part of his parents, or where he himself experiences a series of rebuffs and failures in his own conflicts with reality. In this chapter we shall discuss the latter —the effect upon the child's character of his own failure.

Possibly a discussion of the child's attempts to conquer, to succeed, and to have his own way in his experiences with life from the moment of birth will explain sufficiently how his early acquisition of some of those twenty-five faults comes about.

What Are Some of the Adjustments the Child First Learns to Make?

Children are always trying to adjust themselves in some way to life as they find it. They must make adjustments or perish. From the instant of birth the child is confronted by a reality that calls for adjustment of his nervous organism. For example, if he does not start to breathe at once, a few smart slaps from the doctor or nurse set his proper nervous mechanism (reflexes) to work. His emotional response to this first conflict between his ego and reality is crying. Soon he is wrapped in a soft, warm blanket, a reality that is very pleasant. He then responds by ceasing to cry, probably by going to sleep. From this first hour, life is made up of daily conflicts or battles between his ego (i. e., instinctive desires and habits), and his environment.

As the child grows older, his experiences with reality increase rapidly. The daily conflicts of the three-months-old baby, who cannot even turn over, are few compared to those of the nine-

months-old baby who crawls all over the house. All new and varied experiences are just so many clashes between his ego and his environment. The reactions that he makes to these life situations become his habits and attitudes—his adjustments. Fortunate indeed is that infant who is intelligently and sympathetically helped to understand himself and his environment, to the end that he learns to react in ways that are conducive to a happy, wholesome participation in his social group.

What Are Some of the Steps in the Transition from Egotism to Altruism?

One often hears little children alluded to as rank, selfish, self-centered egotists. But to blame them for their egotism, or to speak of it in a caustic and unkind way, is as unintelligent as it is unfair. How could an infant escape being a self-centered egotist? His pre-natal wants were anticipated and supplied. In a new world, almost helpless in the combat with grim reality, how else could the organism show its needs or protest against neglect and irritations, except as it puts forth efforts in the way of crying, yelling, stiffening the limbs, slashing the arms about, etc.? Responses to these manifestations bring attention and comfort. No wonder the infant becomes a veritable despot!

The transition from love and consideration of self to love and consideration of others is a slow and painful process. But even in infancy the baby begins to learn through his experiences that he must now and then forego or postpone the gratification of his wishes. It may be that this first decisive experience comes about in some such way as the following. Between the fourth and fifth month, when he has learned to roll over and immensely enjoys turning over on the bed, he will not lie quiet while his mother dresses him. His impulse to roll and kick will brook no interference. But at this stage of the game, the mother properly administers a few slaps; and the child lies still. He is thus learning that his happiness can often be secured only by his conforming to the wishes of others. He is learning to consider others, because only in this way does he himself have comfort.

Soon some of his love—or rather, feelings of gratification—is transferred to his mother. She makes him happy because she satisfies his desires for food, rest, and comfort. His mother becomes his projected ego, his wish-fulfiller. His regard for others is probably next extended toward his father, who further gratifies his desires and wishes by carrying him or playing with him. By the end of the first year and a half the child is still very self-centered; but he has learned to consider others when to do so brings him satisfaction and comfort.

From this time on, older brothers and sisters, nurses, and parents refuse to respond so readily to his every whim and demand. Rapidly he learns that to get attention and love he must more and more forego the immediate gratification of his desires. He learns through experience that certain kinds of behavior or certain adjustments on his part beget smiles, loving acts, playthings, liberties, and food. Equally well he learns that other types of behavior are not tolerated but bring defeat, discomfort, and denial.

The jump between the selfish gratification of one's desires and the complete loss of self in the consideration of others is a long one. The progress from self-love to idealistic altruism, as expressed in the lives of the truly great, comes about because each succeeding stage of growth toward altruism yields greater satisfaction than the preceding selfish stage. There is no need of being ashamed of this natural selfish element in childhood. But children should be helped to make such happy adjustments in their conflicts with reality that they become tempered and refined, so that the highest ideals of living may be ultimately realized.

What Are the Results of Conflicts Between the Ego and Reality?

What then may we expect, if the natures of children are not directed in their innumerable contacts with reality? They will make adjustments, it is true, without guidance; but with what results? In some instances, the attempted adjustments will lead to worthy habits such as determination, truthfulness, industry,

and sympathy. But in other instances because of failure to make satisfactory, wholesome adjustments, there will be developed many pernicious traits, such as fear, jealousy, selfishness, cruelty, temper, and inferiority complexes. If the child's adjustments fit into the standards set by society, he is said to be normal; and he has a chance for success and happiness. But if they run counter to social standards, he is classed as abnormal; and he is doomed to unhappiness and failure.

Thus the future of the child depends upon the type of adjustment he learns to make to his varied and complex environment. The balanced personality or the strong character is the result of many wholesome adjustments, which have, in turn, developed well-organized attitudes and habits. In the daily conflicts between his ego and reality lies the opportunity for development. If satisfactory adjustments are made, growth, power, and stamina result.

The big opportunity and the primary obligation of parents and teachers are so to help the child in all these conflicts between his nature and environmental reality that he comes out stronger and happier than before the onset of the struggle. *Continual maladjustments* will invariably lead to such habits as going into tantrums or fits of rage, despair, jealousy, melancholia, or equally vicious but probably less emotional habits of stealing, lying, bluffing, blaming others, shifting responsibility, and ignoring reality. In brief, the child must be shielded, for the most part, from an environment in which he is continually losing in the struggle. Repeated, consistent failures result in attempts to save the "ego," and these attempts, in turn, are responsible for many of the undesirable types of behavior.

What Are the Probable Causes of Jealousy?

Jealousy is a maladjustment early manifested in children. While, according to Watson, it is not a primitive emotion, yet the origin is evident. A child's ego or self comes into conflict with reality, possibly in the form of a new baby in the home. He is no longer the center of attraction. He does not get all the atten-

tion of his parents as he previously did. Possibly he does not even get his share. An intense emotional reaction, which is probably a mixture of love, fear, and rage, seizes him. The object of his rage is usually the innocent, new baby.

Such manifestations of jealousy are frequent and to be expected in the very young child. He craves attention; he often seeks the lime light. But his opportunities for winning praise are relatively few, and consequently he keenly resents praise being bestowed upon others. As the child learns to do things and has frequent chances to show his prowess along certain lines, there should be a gradual diminution of jealous displays.

But if the child is not given legitimate outlets for his desire to show what he can do, the situations which evoke demonstrations of jealousy become infinite and varied. He resents any evidence of favoritism to others in the home or school, feels keenly any results of conflicts which are discreditable to him, and becomes incensed and unhappy at the successes of his companions.

The results of these feelings of jealousy are obvious. Children often refuse to cooperate in some worthy enterprise, such as a school play, if the leading parts are allotted to others; if they cannot "shine," they will do all in their power to prevent others from doing so. Personal success and honor take precedence over school spirit. So pronounced does this brooding, jealous emotion become in some children that their feelings are turned inward, and definite undesirable, introvertive traits are developed. Inferiority complexes, indicated in sullenness and bitterness in adult life, often have their beginnings in the jealous responses of children.

Nor is adult life free from this unwholesome emotional response. We see it manifested in all vocations. The workman in the factory, the accountant in the bank, and the professor in the university may be alike resentful of promotions or honors that come to their co-workers; and they try in every conceivable manner to take the edge off their fellows' victories and to make life more difficult for them. Wherever one turns, one sees the lives of people embittered because of this infantile carry-over. Worthy causes and projects fail in many cases because people will not

cooperate in an enterprise that may bring honor to someone else, unless it entails greater glory for them. The successful leader is handicapped at every turn and doomed to have many merciless critics in the jealous aspirants for his position. Nor are the critics themselves happy. Jealousy, like a canker, eats into their innermost being, making them cynical, bitter, and morose.

What Is the Cure?

How can these unhealthy, joy-killing emotional reactions of jealousy be uprooted? Our sole hope is in children. A general principle that all should keep in mind is that situations or stimuli that might evoke jealousy in children should be painstakingly avoided. Parents should guard against any indication of favoritism and should positively prohibit teasing. Just for the fun of seeing a child fly into a rage or become "green with envy," adults have been known deliberately to torment him by pretending to take some treasured toy or by making loving demonstrations over another member of the family.

Possibly by giving *every child a chance to succeed,* and by unstintingly praising his accomplishments, much can be done to thwart the development of jealous responses. It is difficult to rejoice over the conquests of another, if one never himself experiences the joy of success. But when a child succeeds and receives merited praise, he is in a mood to share in the successes of others.

Children should early understand that it is impossible to excel in everything and that every individual, when he does a creditable piece of work, has a right to honor and praise. The spirit of sharing and rejoicing in the accomplishments of others should be stressed in home and school. Children should have many opportunities to compliment their playmates on their achievement; and parents and teachers should lead the way by recognizing publicly the worthy efforts of every member of the group.

The American passion for "being first" or winning at all costs is pernicious. In athletic contests, children should be encouraged to play for the sake of the game, to beat their own record, not just

to rout the opponent. Emphasis should be placed on good, clean sportsmanship in which worthy accomplishments of either team should be wholeheartedly applauded.

If, in his early conflicts, the child learns to sympathize with his comrades in their failures and to rejoice with them in their successes, he is likely to attain adulthood unhandicapped by a personality which has been twisted and warped by jealousy.

What Are the Probable Causes of Daydreaming and Phantasy?

Many children attempt to dodge or escape disagreeable realities by what is known as daydreaming. There is no denying the genuine pleasure that comes from living in a world of imagination where no grim, sordid reality comes to mar the joy of the pictured glory. In his world of imagination the dreamer is happy and victorious, no matter how dispirited or unsuccessful he may be in the world of fact and reality.

Daydreaming, within limits, has its advantages. It is the child's refuge, his method of saving his self-respect in a situation wherein reality would defeat him. With adults daydreams precede great accomplishments and serve to spur men on to further attempts, in spite of actual defeat. To re-live some victories and to look ahead and dream of future conquests are inspiring and encouraging. Daydreams are splendid forms of escape and rejuvenation, if the dreamer is quite aware that he is building castles in the air, if these imagined victories act as a spur to drive him on to make fancy a reality. No great work is accomplished without them.

But the danger of daydreaming, for either child or adults, is that it may become a habit, a definite way of escaping reality. Each time the child fails to meet a life situation squarely and takes shelter behind some imagined victory where, either by magic forces or peculiar imaginary twists of circumstances, he conquers, he is lessening his chances of winning the next real conflict. By dodging reality and possible defeat, he is losing his chance to see *why* he lost, wherein he is weak, or what principles should have been employed to win. What is more, he is losing

confidence in himself to face future struggles. He is probably getting greater present satisfaction from his daydreaming. This may lead to advanced forms of phantasy, indulgence in which will render him helpless as a practical worker.

For phantasy is but an exaggerated form of daydreaming wherein the patient loses control of the situation, *viz.*, the will and the ability to see the difference between the fanciful and the realistic elements in a situation; he involuntarily goes off into a dream state whenever he is confronted by a real job, struggle, or disagreeable experience.

The daydreams of children should be watched carefully and intelligently. Aside from the possibility of their leading to phantasies, they are apt to develop such faults as lack of confidence; breakdown of self-control; cowardice; timidity; over-worked imagination; lack of industry, self-reliance, and perseverance.

Children may be protected by being helped to win in their conflicts with reality. In some instances where the child habitually takes refuge from defeat in daydreaming, easy situations which make success and victory a surety should be set up. After a child has won a few real victories in his spelling, geometry, or theme writing, he will turn away from daydreaming. The artificial glamour of make-believe conquests pales into insignificance compared to the joy that comes from winning real battles.

Helping the child to analyze the conditions that made for success and those that caused failure will further aid him. The child must win more battles than he loses. As an outlet for impulsive tendencies an environment which leads to habitual failure possibly works greater harm than does the most barren environment.

How Does Rationalizing Result from Conflicts with Reality?

Another defense reaction or method of trying to escape reality and truth is known as rationalizing. It may be defined as the inventing of excuses for doing as we did or as we want to do. In short, it is simply finding excuses for our actions, and alibis for our failures.

In children, it takes the form of excuse-making and the blaming of others. The child says he failed to be promoted because "the teacher had it in for him." The girl declares it was her brother's fault that the dish dropped, because he was teasing her. With adults, this "infantile carry-over" of finding excuses, quibbling, and arguing is probably one of the most contemptible and yet one of the most common weaknesses. There is no need to cite illustrations. We have all seen scores of adults who did not wish to admit defeat or feared to face real issues in a problem. Their alibis are numerous and ingenious.

Why do children rationalize? It is probably because, by so doing, they save their pride or their ego. They do not want to admit failure; so they build up excuses for their defeat. But this tendency to rationalize should be nipped in the bud, for it undoubtedly leads to such undesirable habits as arguing, bluffing, blaming others, making alibis, selfishness, egotism, self-satisfaction, vanity, and dishonesty. It is essential that children early learn to face reality and accept the results of their own mistakes.

Teachers and parents may help the child overcome the habit of rationalizing by appealing to his pride and courage and by making much of his success in overcoming temptations. They should help him to be fair and open-minded in all his conflicts. Out of his life experiences will come many opportunities to practice facing a problem. At such times encouragement and the citing of examples of heroic men and women who dared to face reality will stimulate him to successful effort. Many a child does not realize how hateful and cowardly rationalizing is until he sees examples of it in his associates, or is helped to analyze the conditions of his own refusal to face reality.

How Are Certain Inferiority Attitudes Occasioned and Removed?

Children who are not intelligently helped in their battles between their wants and notions on the one hand, and social demands on the other, often lose more battles than they win. If, in addition to their defeats, a spanking is added for failure to

meet the social standards, the repressed, whipped, or inferiority attitude is likely to show up.

Feelings of inferiority come very early in child life. These feelings may increase in number and virulence throughout life, making one unsuccessful, unhappy, and ultimately a decided failure. There are many causal factors operating to develop feelings of inferiority in the child, chief of which is his recognition of his own insignificance and helplessness physically, intellectually, socially, and industrially, when compared with adults. The child soon realizes that he cannot do adult's work, cannot command their wages, cannot cope with them in contests or enter into their liberties. Daily he attempts to emulate the deeds of older brothers, sisters, or associates; and, when he fails because of lack of strength, developed skills, or foresight, he very probably secretly chides himself for being less than they. So the inferiority attitude develops.

Two little girls, aged two and five, were playing in the yard. For five minutes the conversation took the form of a monologue by the older child: "*You* can't do this. [Climbs up on a city hydrant some three feet high.] *I* can run faster than you. *You* can't climb up here; *I* can; you're too little. *I'm* taller than you. *I'll* be five years old next Saturday; *you* are only two; *I'll* be a big mamma when *you* are just going to school. *My* dress is pink; yours isn't. *My* brother has a Lindbergh cap; he has a Babe Ruth ball and bat, too; *yours* hasn't."

To all this raillery the little two-year-old had to listen. She attempted to climb the hydrant but, not being strong enough, compromised and saved her "ego" by climbing into the other little girl's wagon. When she refused to get out, screamed, and made a scene, the older girl let her stay, probably fearing the interference of the mother, who might come out and show her superior power and strength by helping her two-year-old. In another year, this same little two-year-old will be lording it over her baby sister. Her ego, pride, self-respect, and feeling that she is of some consequence will, in part by this means, be saved.

Even in adults one sees many demonstrations of this inferiority

sense and ego in "showing off," "four-flushing," "grand-standing," bragging, and boasting. Possibly they do not know that they are suffering from inferiority of ego; but their associates are often exasperated by its manifestations.

How did we acquire this inferiority complex? It is more or less common to most of us. It is early found in childhood; and it is probably the most pronounced "infantile carry-over" to adult life that we have. Some writers have declared that Jesus alone, in all history, seems to have been devoid of it. He always adjusted himself to any situation in a manner that showed that He was over-awed neither by what others said or did, nor by any great feelings within Himself.

There are divers ways in which we acquire these inferiority attitudes. For example, children who are reared in homes where father or mother daily exhibits or confesses failure in conflicts with life would certainly be affected. These moods of parents are often the most pronounced influence and stimuli that affect the child. Moreover, the child lives in a complex, high-tensioned social order, where he hears constantly reiterated the envious ambition of those about him to become kings of finance and of industry or queens of beauty or of the movies with abundance of power, prestige and luxury. Parents and teachers, instead of pointing out to the child the joy and supreme satisfaction of developing his own emotional and intellectual life, too commonly hold before him some false ideal of "greatness." When he begins to compare his physique, family, financial standing, training, and abilities with some big idol, whether it be a movie star, prize fighter, scientist, musician, or great preacher, his own failings, weakness, and immaturities at once seem overwhelming.

Too often, in facing reality, even with a courage that is indomitable, the child is doomed to lose in the conflict, because he lacks intelligent directing and sympathetic but wise analyses of his defeats and victories. Early manifestations of inferiority are often seen in fits of sulkiness, pouting, shyness, stubbornness, irritability, braggadocio, flippancy, boldness, egotism, and sham-aggressiveness. Silence and shyness are also other defense habits

formed to hide this feeling of inferiority. Through resorting to them, the child escapes reality and conflicts. If there is no conflict, there is no danger of defeat, hence no humiliation.

The place of the teacher and the parent in the rectification of these unhealthy emotional adjustments is evident. They should help the child make wholesome adjustments to his daily conflicts. They should help him plan projects *that are possible of achievement,* that are within his reach. It is not to be expected or desired that he will win all his battles, because defeats are sometimes more stimulating than victories; but it is to be expected that parents and teachers will see to it that the children are in the main stronger and better after each conflict. Confidence, hope, faith in self, and desire to achieve should never be crushed in children. It is right that each child should feel that, in a sense, he fills a place that no other can fill quite so well. The child has a right to his "place in the sun." Therefore he should frequently be placed in situations that will give him an opportunity to show what he can do, to make his contribution to the sum total of human achievement.

What Character Traits Are Inherent in the Introvert and the Extrovert?

Introversion and extroversion are terms which represent two different and opposite emotional types of response which children exhibit in facing a situation. Possibly an example will best indicate the characteristics of each type. Two children are playing with a pup in the yard. A stranger comes along who not only pretends he wants the pup but makes advances to take it. Notice the emotional responses of the two children.

The extrovert directs his emotionally aroused energy toward the external object in the conflict, namely, the stranger. These releases of energy are evidenced in his loud protests, his struggles with the man for possession of the dog, his kicks at and threats to attack his adversary.

The introvert's behavior is just the reverse. His emotionally aroused energies are just as deep and urgent as the other's; but,

instead of being directed toward the external object, the stranger, they are inhibited and directed inwardly. He retreats somewhat from the scene of conflict and watches the man covertly. His emotions dissipate themselves in visceral and glandular reactions. The child suffers intensely. He is literally being torn to pieces with surging, seething, pent-up emotions.

The investigation of Marston on extrovert and introvert types is a real contribution to child study. The subjects in his investigation were 100 children between two and six years of age. Various means were used to ascertain whether introvertive or extrovertive traits predominated in these children. Of the several means employed by Dr. Marston in his determining of the introvert and extrovert types, a rating scale of twenty paired traits seemed most successful.

Concerning this scale of traits, Marston writes:

In terms of these traits the subject is described by a simple scheme of scoring. In this final form the scale has proved to be a reliable rating instrument, unique in type, easy of application, and definitely diagnostic of introversion and extroversion. The scale is here reproduced with the descriptions of traits of extroversion starred.[1]

TRAITS

	INTROVERT	EXTROVERT
1.	Is self-conscious; easily embarrassed; timid or "bashful."	*Is self-composed; seldom shows signs of embarrassment; perhaps is forward or "bold."
2.	Avoids talking before a group; when obliged to talk before a group, finds it difficult.	*Eager to express himself before a group; likes to be heard.
3.	Prefers to work and play alone; tends to avoid group activities.	*Prefers group activities, work or play; not easily satisfied with individual projects.

[1] Leslie R. Marston, "The Emotions of Young Children. An Experimental Study in Introversion and Extroversion," pp. 19-23, University of Iowa Studies, 1925.

4.	
Not insistent upon the acceptance of his ideas and plans; agrees readily with others' wishes; compliant and yielding.	*Insistent upon the acceptance of his ideas and plans; argumentative and persuasive.
5.	
Inclines toward activities requiring care; good in details; "careful."	*Prefers activities demanding pep and energy, but not exacting care; perhaps is neglectful of details.
6.	
Deliberative; slow in making decisions; perhaps even on minor matters, overly cautious.	*Impetuous and impulsive; may plunge into situations where forethought would have deterred him.
7.	
Rather indifferent to external events; tends to detachment from environment.	*Keenly alive to environment, physical and social; live curiosity.
8.	
Lacking in self-confidence and initiative; a follower.	*Self-confident and self-reliant; tends to take success for granted; strong initiative; prefers to lead.
9.	
Reserved and distant except to intimate friends; does not form acquaintanceships readily.	*Hearty and cordial, even to strangers; forms acquaintanceships very easily.
10.	
Tends to depression; frequently gloomy or moody.	*Tends to elation of spirits; seldom gloomy or moody.
11.	
Very sensitive and easily "hurt"; reacts strongly to praise or blame.	*Rather insensitive and indifferent to others' opinions; independent.
12.	
Worries over possible misfortunes; "crosses bridges before coming to them."	*Not given to worry or anxiety; carefree.

13.

Shows preference for a narrow range of intimate friends, and tends to exclude others from his association.

*Seeks broad range of friendships; not selective or exclusive in games, etc.

14.

Slow in movement; deliberate or perhaps indecisive; energy output moderate or deficient.

*Quick and decisive in movement; pronounced or excessive energy output.

15.

Shrinks from making new adjustments; prefers the habitual to the stress of reorganization required by the new.

*Adaptable to new situations; makes adjustments readily; welcomes change.

16.

Marked perseveration tendency; does not abandon an activity readily regardless of success.

*Turns from one activity to another in rapid succession; slight perseveration tendency.

17.

Emotions not freely or spontaneously expressed.

*Emotions such as sympathy, delight, sorrow, anger, jealousy, etc., readily expressed.

18.

Secretive; seclusive and "shut-in"; not inclined to talk unless spoken to.

*Frank; talkative and sociable; does not stand on ceremony.

19.

Often represents himself at a disadvantage; modest and unassuming; under-estimates his own abilities.

*Makes the best appearance possible; inclined to "bluff" or "show off"; perhaps conceited.

20.

Does not pass quickly from elation to depression; constancy of mood.

*Frequent fluctuations of mood; tends to frequent alternation of elation and depression.

In order that rating of children be just and unbiased, the following suggestions were made:

Consult no one in forming your judgment; what is desired is your estimate of the subject uninfluenced by what others may think of him.

Keep the subject in complete ignorance of the fact that he is being rated. In no case should he be informed of his rating, though it is favorable.

In rating the subject on a particular trait, disregard every other trait but that one. Many ratings are worthless because the rater has been influenced by a general impression he has formed of the subject, favorable or unfavorable. Especially is it important that one guard against bias in rating an intimate friend or in rating self.[2]

How Early in Life Do Extrovert and Introvert Characteristics Appear?

Concerning the significance of early attention to these two emotional types, Marston writes:

This investigation has proved that children long before the normal age of school entrance, even as young as two and three years, have already developed characteristic attitudes of introversion and extroversion toward certain significant situations. While the province of this study has not been to determine the relative superiority of either type, the introvert or the extrovert, either in general or in specific traits, nor to devise methods of modifying the child's characteristic attitude, the desirability of ascertaining the young child's type tendency as a guide to his later emotional and social training is clearly implied in both the theoretical assumptions and the experimental results. The very descriptions of the particular traits with which this investigation has been concerned concretely involve educational objectives with which educators must reckon who would base the educative program on child nature.[3]

How Can Extrovert and Introvert Traits Be Modified?

After a careful perusal of the characteristic traits of the extrovert and the introvert, it is evident that neither type represents the ideal. The extrovert type has many qualities that would cause followers to desert him in any great cause, although his

[2] *Ibid*, pp. 19-23. [3] *Ibid*, p. 94.

sincerity might make him willing to forfeit his life. He would be lacking in some of the modesty, fairness, and thoroughness of the introvert. On the other hand, the decided introvert would also be likely to fail, lacking as he does initiative, drive, and confidence. What we want is a balance between introversion and extroversion—the child who possesses the desirable characteristics of both, without the faults of either.

Once having classified our children, how can we get this balance? The child will best develop the desirable characteristics through his everyday conflicts. We must set up life situations and conditions that will bring the introvert out, that give him a chance to shine, to excel, to win battles. He must be encouraged to take the leading role in little plays and projects; he must be encouraged to mix and hold his own with the extrovert child; and, above all, he must realize that he is winning in his battles.

With the extrovert, almost opposite tactics should be used. He must be held back, given minor parts in cooperative programs, placed in difficult situations where he fails once in a while. He must be placed in situations where he feels the need of the help of others, thus realizing that he is not sufficient unto himself, that life is a social, cooperative game. He must not be inhibited to the degree that he becomes discouraged; but he must be tempered.

Epigrammatically speaking, we may say: "push the introvert; check the extrovert." Let the extrovert sit on the sidelines and watch the introvert excel. Set up situations which will give each type of child an opportunity to practice the traits he most needs for a wholesome, happy, balanced personality. It is normally adjusted boys and girls that we need. And the real test of a normal individual is whether he *can* and *will* make social adjustments easily.

What Are Some Inferiorities Exhibited by Adults?

How many maladjustments does the average adult make? The number is legion. It would take a brave and balanced man to

withstand the shock, if the nakedness of his soul were revealed by some expert making a dispassionate analysis of the motives which prompt his daily reactions. Such an analysis would reveal that many of our best and leading citizens daily exhibit some of the following weaknesses: selfishness, ignoring or refusing to face reality, susceptibility to flattery, jealousy, hatred, vanity, conceit, unwillingness to confess a weakness or mistake, basing judgments upon prejudices rather than upon facts; and they show themselves hypercritical of superiors, overbearing to subordinates, and possessed of divers, unreasonable fears. Where did the adult get these blemishes? In a very significant sense, they are, for the most part, "carry-overs" from childhood.

These childish maladjustments and the slants they give to adult behavior are strikingly set forth by Watson:

> Once again may I reiterate a thought often expressed before in these lectures? If from morning till night the average adult could chart in detail his verbal, manual and visceral behavior which is released by infantile carry-overs, he would be not only astonished but even fearful of his future. Our "feelings are hurt," we "grow angry," we "become exasperated," we "handed someone a good one," we "got in a good lick at someone"; the man over you is "stupid," "ignorant," you quarreled, you "blew up," you got sick, you had a headache, you had to show off before your subordinate, you were sulky, moody, abstracted all day. Your work did not go well, you fumbled your work, spoiled your material. You were cruel to those below you, you were "conceited"—one of the almost inevitable forms of display. "Conceit," which all too often mars personality, is but a confession of the grossest kind of ignorance. A person who is wise always has such a vista of things he knows nothing about in front of him that he grows more and more humble as his wisdom increases. Conceit comes from infant spoiling. Humility and inadequacies are similarly carry-overs and are bred in usually by an "inferior" or inadequate father or mother. Slants of the parents in these directions account so well for the so-called "dispositional" factors in families (I mean the slants that can be seen through several generations) that I cannot see why we have to fall back upon inheritance to account for them.[4]

[4] John B. Watson, *Behaviorism* (W. W. Norton Co., 1925), pp. 241-2.

Conclusion

1. Our "inferiorities" which exhibit themselves daily in so many deplorable ways, making for our half-successes and the misery of others, have largely been acquired as a result of frequent failures in childhood.
2. These inferiorities and their train of undesirable traits could have been forestalled in early life had parents and teachers provided the child an environment in which he succeeded.
3. The child's ego must be saved. He must win, for the most part, in his lessons, play, and work, both at home and at school, if there are to be developed such traits as self-reliance, courage, initiative, poise, perseverance, and self-control.
4. If the child does fail at times, there should be a compromise on the victory side. He should be helped to analyze his defeats, all for the purpose of insuring his success in his succeeding conflicts or at least of making a showing creditable to himself.
5. Children having marked introvertive traits should be given special attention. These tendencies are more than likely to lead to certain maladjustments later. The introvert needs a series of successes which will bring him out, which will cause him to express with success and satisfaction his pent-up urges. It may be necessary to provide a series of easy conflicts in which the introvert succeeds. After a few victories, more difficult situations can be assigned.
6. One curse of the age is that certain false standards are so idolized that the youth feels that unless he attains them he has failed. Such a false standard is the one that unless a girl marries she misses the whole of life. Many women as teachers, nurses, and workers in the various fields of human activity are doing an infinitely greater piece of service for the race and are happier in that

service than many who are married. Some other bogies or false standards are: "trying to be pretty," "to be a movie star," "to be the most popular," "to be champion" in everything undertaken. Parents and teachers should early stress the fact that each child can probably be a champion or a near-one in some one or a few things, but that it is being happy and helpful in all walks of life that counts most.

Suggested Questions

Slow in dressing, slow to act, procrastinates

1. Is not slowness often an inherent trait, a nervous predisposition, or kind of physiological neural mechanism?
2. Is slowness to act a failing, except when it is caused by fear or a feeling of inferiority bordering on cowardice?
3. If a child is too slow in his actions or in his class work for his own good, will it help him at all to be telling him always of his handicap and comparing him with speedier children?
4. Are you certain that you understand your child's native gifts and will thus be in a position later to direct him into a vocation wherein his particular traits will be assets?
5. If the child is unduly slow in dressing, does he suffer for it? Is annoyance attached to his slowness? Does he miss going in the car with his father, or going with the gang because he dressed too slowly?
6. Have you taught the child how to arrange his clothes, on going to bed, so that his dressing in the morning is a systematic, standardized piece of work? Children enjoy seeing how time may be saved by the elimination of certain unnecessary movements.
7. Do you help him to make a game of dressing by racing with him for a few mornings?
8. Do you and the child agree upon some specific time limit for dressing, say fifteen minutes, and then stick to it? Does he enjoy seeing if he can beat that record?
9. If the child is persistently slow in dressing, in spite of positive plans to help him, would it be effective to talk the matter over with him, explaining the disastrous outcomes of letting such a habit grow on him, and then to get him to agree to some such plan as the following: For every minute overtime he takes in dressing he is to re-

ceive one cut with the razor strap or he is to have one penny (or nickel) deducted from his weekly allowance? Children and adults all need some "tonic" at times to help them perfect and maintain certain desirable practices.

10. Is the child continually procrastinating—always just going to do the thing when he is reminded of it?
11. Is he allowed to suffer because of his procrastinating? Sometimes the natural punishment that follows a misdemeanor is most effective. For example, if he does not come when dinner is called, do you ever let him take his time and then eat what he can find in the icebox when the meal is over?
12. Do you give him chores that bring victory and reward when he finishes them in record time?

TEASING AND BULLYING

1. Are not teasing and bullying simply undesirable ways in which the child satisfies his ego, or compensates for his feeling of inferiority? Those older than he are continually bossing him around.
2. If teasing and bullying are defense reactions for his inferiorities, should not parents and teachers provide situations in which he will win and conquer but which will work no injury to the nerves of some younger child?
3. In how many homes and schools is the child daily made to feel the importance of his presence, the indispensability of his help and cooperation?
4. Would it help the child to explain to him how his teasing and bullying may affect the temper, disposition, and general attitude of his little brother or sister?
5. Would it help the child to appeal to him to give his little brother, sister, or friend a square deal? Older children like to be treated as grown-ups; hence they welcome confidences, responsibilities, and cooperative adult enterprises.
6. Does the child who teases have many outside, wholesome, absorbing interests? Teasing represents a craving for some outlet. Having things to do is just an escape valve for potential trouble; hence every new interest of the child is simply another means of self-control or security against troublesome conflicts.
7. Does the child tease and bully because he wants excitement or in order to become the center of attraction? Could other outlets be found for these urges?

8. Are you sure that you, some relative, or nurse maid have not teased and bullied the child in the past, so that now he gets satisfaction in making someone else suffer and feel humiliated, or that he accepts these two practices as being the vogue?
9. Would his being sick, discouraged, tired, or exhausted provoke a teasing attitude?
10. Would pointing out that teasing and bullying were infantile and not practiced by well-balanced grown-ups help him to desist?
11. Would anticipation of situations likely to bring about teasing and bullying, together with reasoning out and substituting a better and bigger way to show one's superiority, be a good antidote for these two inferiorities?

JEALOUSY AND ENVY

1. How many parents and teachers realize that jealousy probably causes more evil thinking, feeling, and acting than any other single fault?
2. Does jealousy lead to hatred, anger, anxiety, loss of self-control, and sometimes even to complete mental and physical breakdowns?
3. Is jealousy a form of self-love?
4. Does jealousy cause a child to become secretive, sullen, shy, or morose, because he feels that no one cares for him?
5. Do parents and teachers guard themselves against showing favoritism? These unfortunate favorites are often made very unhappy because of the jealousy of their playmates.
6. Can little children be taught to think of the new baby as "their baby," vying with the parents in trying to make him happy? Do thoughtless adults often sow seeds of jealousy by such remarks as, "Is Tommy jealous of the baby?" "Does he feel that his nose is broken?" etc.?
7. Do we not, in this age, put too much emphasis upon "being first" and give too much credit and honor to those coming first, often when there is only a very slight difference in scores? Does such emphasis not develop feelings of anger and inferiority in the 99 per cent who get no prize? Would it not be better to set up standards of excellence and give a reward of honor to all who achieve this standard? Would not such a program inhibit somewhat the formation of jealous attitudes?

DISOBEDIENCE AND SLOWNESS TO OBEY

1. Should many commands be given, several of which you never expect the child to obey? Or should only a few be given and obedience to these strictly enforced?
2. When one makes a command, shall the child's physical condition be considered? For example, would his being sleepy, tired, exhausted in nerve energy, half-sick, or discouraged affect his behavior?
3. Should one always expect instant obedience in a child? Are they not, more often than adults, 100 per cent engrossed in some play or creative activity which would make the "drop and run" type of obedience a possibility only because an emotionalized fear of punishment possessed the child and prompted obedience rather than love?
4. Will nagging, threatening, and scolding do anything except make for continued disobedience and negligence?
5. Do you always keep your promises to the child, or do you explain very clearly when you have to break them? Maybe he is old enough to conclude that breaking promises is all right at times.
6. Are you certain that he always understands your directions or requests?
7. Are you certain that you know the motives that prompted him to disobey? Often children may have a worthy reason for not following your suggestions to the letter.
8. Do you give commands which are contrary to child-nature such as, "Don't you move"; "Keep absolutely quiet"?
9. Are you inconsistent in your commands and punishments, being one day very strict and the next day very lax?
10. Are you certain that your commands will not raise an unnecessary issue? Would thinking of the probable outcomes of some commands help at all?
11. Do you let the child tease or coax you into ignoring your commands?
12. Does the child sometimes disobey you in order to create excitement, to become the center of attraction? Why not provide wholesome outlets for his energies?
13. In cases of deliberate disobedience, would not an attitude of self-control, talking it over, and reasoning often have a more desirable effect on the child than bodily punishment, provided he is old enough to understand and to be reasoned with?

14. If some sort of punishment is to follow his disobedience, would it be more effective if the adult and the child, on the basis of similar experiences, could agree upon some sort of punishment or demerit so that when punishment does come, he feels that it is the result of his misdemeanor and a just outcome, rather than the expression of the displeasure of an irate parent or teacher? Children have been known to be more severe and more consistent in inflicting punishment upon themselves than their parents would have been.
15. Should commands be positive? For example, "Son, will you please beat that drum outdoors," instead of the usual, "Quit pounding that drum at once."
16. Should your children be told many times daily how pleased you are with their cooperation, obedience, help, and thoughtfulness? Can we give too much praise for good conduct?

CHAPTER VII

THE EFFECT OF UNFAVORABLE SOCIAL ENVIRONMENT ON EMOTIONAL HABITS

The source of adult mental breakdowns. Is there any connection between the unhealthy, distraught, emotional habits acquired in childhood and later adult insanity, crime, delinquency, dependency, and unhappiness? Regarding mental breakdowns, Dr. Frankwood E. Williams states:

There are 50,000 each year who are new patients. That is, these are persons who never before have been in a hospital for mental disease, except possibly as visitors, the number not including those who have been readmitted to the hospital with the return of a former illness. Neither does it include the mentally defective and the epileptic, nor does it include that much larger group of persons incapacitated with what is more comfortably called nervous disease—hysteria, neurasthenia, "nervous prostration," "overwork," and the like to distinguish it from the more vulgar mental disease. And, of course, it does not include anything like all those who suffer from frank mental disease. It includes, of this group, only those whose conduct was so unusual or bizarre that a lay judge who just the hour before had been arranging some intricate matters of probate—in which he is really quite expert—could see that the patient was "not right" and so granted a hospital *permission to receive him.* The action of the judge, note, is not to grant permission to a sick man to receive treatment at a public hospital but permission to the hospital to take away the man's liberty.[1]

Many of these cases are apparently cured; many more are so improved that they can be sent home; but thousands are doomed and never recover mental health.

Some of the more discouraging factors which continually disturb the psychiatrist in these hospitals for the insane are: (1) this

[1] Frankwood E. Williams, M. D., *Community Responsibility in Mental Hygiene* (The National Committee for Mental Hygiene, Inc., 1925), pp. 3-4.

army of wrecked lives is increasing in number each year; (2) most of these patients are brought to the hospital when the maladjustments are so far advanced that permanent cure or satisfactory improvement is almost impossible; and (3) the problem is being attacked at the wrong end of the line. Remedial measures should be taken in childhood, when unhealthy, emotional reactions are in the formative stage.

How Significant Is the Emotional Life of the Child?

Studies in the field of mental hygiene indicate clearly that nervous and mental disease, dependency, and delinquency are to a larger extent than has been supposed merely different manifestations of the same thing—failure to make satisfactory adjustments to life situations which all must face daily. These failures in adjustment are due to unhealthy and pernicious emotional habits which have become fixed and integrated traits in personality and character; they are not acquired in adult life; they are, for the most part, "carry-overs" of wrong, sickly, and distorted emotional reactions of childhood.

Sometimes these unhealthy emotional habits in childhood are not recognized by parents and teachers who live daily with the children. Or, if they are noticed, it is thought that the children will get over them as they do the mumps and measles. But distraught, emotional outbursts continue to grow in strength until adjustment to trying situations in adult life is practically impossible. To such an adult, life is but a series of rebuffs, misunderstandings, near failures, and defeats. Finally, the crisis comes; there is a break which friends term a "sudden illness." But psychiatrists have unravelled too many of these "tangled lives" to believe that the illness was sudden. They know that the breakdown has been developing over a long period of years, in all likelihood from early childhood.

The source of juvenile and adult crime. The explanation of much of our juvenile and adult delinquency is found in the distorted emotional life whose foundation is laid in childhood. The feeling of inferiority in a child often becomes so overwhelming

that he resorts to crime in a compensatory effort to overcome this feeling of inadequacy.

Daily living means for the child daily competing and comparing with others in his group. Out of this struggle comes either success or failure, feelings of superiority or inferiority. Unfortunate is that child who does not win the esteem of his group, and thus come to have a healthy emotional glow of self-confidence. Too often, because of some environmental factor or physical defect, the child does not win this cherished recognition.

Regarding the significance of these points, Dr. Frederick H. Allen, director, Philadelphia Child Guidance Clinic, writes:

> Failure to attain this self-respect and self-confidence usually leads to the development of unhealthy compensatory activity which, if not corrected, may form the basis for a criminal career or for one of the various nervous and mental disorders.
>
> This process is related to delinquency in that delinquency is one of the common forms of compensatory effort made by individuals to overcome some of their handicaps. In analyzing the histories of sixty stealing cases studied in the child-guidance clinic, it was found that in nearly half of them the stealing and associated activity were related definitely to feelings of inadequacy which had their roots in various factors in the life situation of the child. Common among these factors were physical characteristics which stamped the individual as being different, such as obesity, speech defects, undersize; mental defects of varying degrees; certain habits such as enuresis and masturbation; racial prejudices; presence of more attractive and gifted brothers and sisters; immorality and desertion of parents; economic factors; failure to achieve a healthy emancipation from parents; and repressive discipline.[2]

Child failure is much more significant than adult failure. Dr. Bernard Glueck writes:

> If the grown-up individual fails as a husband, he can find compensation in success as a business man, or in being a jolly good fellow, or what not. The fact is that adulthood offers much greater variety of outlets than does childhood. If a child fails as a pupil or as an obedient son or daughter, there is hardly an

[2] Frederick H. Allen, M. D., "Psychic Factors in Juvenile Delinquency," *Mental Hygiene* (Vol. XI, 1927), pp. 764-74.

avenue left through which he may find the compensatory stimulus of success, unless it be as a successful rebel or dodger. Indeed, many of the behavior difficulties of childhood can be explained on this basis to a very large extent.[3]

The source of general inefficiency. Let us forget for a moment the sickly, motley array of half-wrecked humanity that may be seen in hospitals for the insane, penitentiaries, jails, reformatories, poor houses, charitable institutions, and juvenile courts. Let us observe supposedly normal people. Note how they have blundered, making themselves and their dearest companions unhappy and miserable. Observe how often they have been misunderstood, have wasted or used uneconomically their energies, have waged a losing battle or succeeded only in part in the profession or business, and have failed to get their rightful share of joy out of life's everyday activities. Did these so-called normal people inherit from some ancestor, through the germ plasm, the tendencies that permanently reduced their success and happiness to a minimum? Are people born queer, or does environment help make them that way? Are not all habits, both intellectual and emotional, learned and acquired as a result of life experiences?

Some attention, of course, must be given to the unfortunate army of mental and moral derelicts in asylums and penitentiaries; but it is really the 98 or 99 per cent of "normal" humanity for whom most can be done. Parents and teachers should focus their efforts on the normal child, helping him in his daily conflicts to make adjustments that will lead to a happy, successful adulthood.

Of What Value Is Personality?

Who can estimate the value of a poised, emotionally-controlled personality as a factor in the successful pursuit of one's business, trade, profession, or vocation in life? Some people consider the ability to get along with people as constituting at least 50 per cent of one's market value in any sphere. Teaching, medicine, law, engineering, farming, home-making, nursing, stenography,

[3] Bernard Glueck, M. D., "Constructive Possibilities of a Mental Hygiene of Childhood," *Mental Hygiene* (Vol. VIII, 1924), pp. 649-667.

and business require trained minds; but they need *trained personality* too. They demand men and women who can get along with one another; they demand men and women who can stand ridicule and criticism, who can persevere in the face of jealousy and friction, who will not wilt under discouragement, or flare up in anger. In short, the skill of the mechanical or professional artisan constitutes only about 50 per cent of his market value; the other 50 per cent is made up of temperamental characteristics, native and acquired. It is a popular delusion that if an individual's intellect is well nourished, his temperamental idiosyncracies will take care of themselves. But the most perfected refinements of academic education, taken alone, fail to make a well-balanced personality.

Why Is Study of the Emotional Life of Children So Necessary?

The importance of a correct knowledge of the nature and nurture of childhood emotions is at once evident. A person's happiness and success are largely dependent upon his personality and character. But personality is the sum total of the ways in which one has learned to react to one's life situations. Personality thus becomes teachable, modifiable, improvable, a product of a wise directing of the interaction between environment and inborn tendencies.

The problem of helping children make wholesome adjustments to their daily life battles ought to be among the very first objectives of teachers and parents. Especially should parents and the elementary grade teachers make the building of healthy, emotional habits their chief goal. Many students of child life believe that the emotional life of a child is about 75 per cent developed by the time he reaches the ninth or tenth year. Since emotions play such an important part in the early life of the child and influence his success and failure in later life, some of the elemental characteristics of their development should be thoroughly understood by all those who are dealing with children.

What Are Emotions?

"Emotions may well be called bodily organic commotions."[4] Emotional responses are those inherited types of organic or bodily behavior that are distinguished by their impulsive, chaotic, tumultuous, and often explosive features. From the moment of birth certain stimuli provoke the infant to make specific, fairly well organized bodily readjustments.

For example, Watson found that when an infant's arms were pressed against its sides, or when its legs were held together tightly, the infant, in its effort to avoid or remove the irritating situation, responded by making certain rather strenuous, surging, seething, and tumultuous organic readjustments. Some of these strained and explosive bodily responses were: (1) stiffening of the whole body; (2) crying with wide-open mouth; (3) violent slashing of arms and legs, if they were free; (4) holding the breath until blue in the face; (5) marked changes in the circulation; and (6) other visceral changes.

Examples of visceral changes that take place during periods of great emotional stress are increased heart action, causing change in rate of circulation; decreased lung action; and increased action of the adrenal gland. The latter is particularly noticeable during moments of rage or fear. The gland then pours its secretion—adrenalin—into the blood. It is believed that this secretion exerts two effects: it (1) causes the blood to coagulate more readily and (2) stimulates the liver to release its store of glycogen directly into the blood in the form of sugar compound, thus producing the most available form of neuro-muscular energy.

How Can We Differentiate Between Emotions and Other Reactions?

Defining emotions as certain marked bodily or organic readjustments to certain situations makes them seem similar to bodily reactions that often accompany any vigorous exercise. The two types of reaction are much alike. Probably an illustration will

[4] Harvey A. Carr, *Psychology: A Study of Mental Activity* (Longmans, Green and Co., 1925), p. 282.

best reveal their similarities and differences, as well as more clearly differentiate emotional reactions from all other kinds of responses.

While several blocks away, two men notice that a house is on fire. One is the owner, the other a neighbor. Both start to run. At once there is a readjustment of the action of the muscles of the heart, lungs, and glandular secretions commensurate with the needs of the situation. The status of a care-free organism is rapidly changed to one of tension, alertness, and vigor, after they start to run. But there is a marked difference in the changes in the two men. In the one case (the neighbor) the organic-muscular change in the organism is one which enables him to reach the scene of the fire more quickly. But in the other case (the owner) the sight of his house on fire so overstimulates him that the overt act—namely, running toward his home—is preceded by a chaotic, tumultuous, frenzied, and impulsive readjustment of the several organs and muscles which probably deter his effectiveness in action. In his case, an emotional situation of fear or anxiety exists.

Whether an organic adjustment is an emotional response or not depends, among other things, upon whether the readjustment is made in an orderly fashion, or whether it is accompanied by violent, tumultuous, on-rushing sensations. Carr sets forth in clear relief the characteristics of emotional responses:

> We thus suggest that it is these surging, seething, tumultuous, impulsive and explosive features that constitute the distinctive characteristic of an emotional type of organic readjustment. Thus an emotion may well be called an organic commotion. In support of this conception, we may call attention to the well known fact that the emotions tend to disappear with action. Our anger soon cools and wanes when we begin to fight, and terror no longer holds us in its grip when we indulge in strenuous flight. The difference between these two conditions does not consist of the presence and absence of an organic disturbance, for both fighting and flight obviously involve a very pronounced readjustment on the part of the vital activities. Evidently the disappearance of the emotions with overt action is due to a change in the character of the organic reaction. Given an adequate motor outlet, these

organic activities gradually become adapted to the exigencies of the act, and hence they lose their initial tumultuous and impulsive character and the experience is no longer labelled an emotion.[5]

Carr's observation that tense emotional conditions are dispelled when an outlet for their discharge is found is of great significance to parents and teachers. In later paragraphs the importance of finding outlets for pent-up emotional urges is discussed as a curative measure for many emotional maladjustments.

How Many Primitive or Original Emotions Are There?

There are probably only three or four genuinely original, hence distinctly primitive, types of emotion at birth. Watson, who has made probably the most significant contribution to the study of the emotional life of infants, finds that they have at least three general types of unlearned responses at birth. These three inherited reactions he calls the emotions of fear, rage, and love. In the infants studied he found that the types of emotion were quite simple at birth and that the stimuli which called them forth were few in number.

Hollingworth[6] believes there is yet another fundamental or primary attitudinal set of responses present at birth, or more probably shortly after. He calls this fourth set of readjustments gloom; and he suggests that it forms the germinal basis of the emotion of sorrow (grief). The thirty to forty varieties of emotions alluded to by popular writers in psychology, sociology, education, and fiction are probably outgrowths, complicated forms, or conditioned "off-shoots" from these three or four original emotions. In looking over the list of 132 children's faults, listed by their parents, it is interesting to note that at least thirty-five of them have pronounced emotional origin or attachment. Bad temper, pouting, showing off, teasing, whining, stubbornness, etc., all have emotional backgrounds. And, according to the best

[5] Harvey A. Carr, *op. cit.*, pp. 282-3.

[6] H. L. Hollingworth, *Mental Growth and Decline*, p. 117.

authorities, all these reactions and many more are off-shoots or complicated detached forms of fear, rage, love, and gloom.

How Is Emotional Life Complicated Through Fear?

Varieties of fear. If we are born with only three, or possibly four, emotions, how do we acquire so many distinct or accessory emotional sets? Watson found that new-born infants are afraid of only two stimuli, loud noises and loss of support. Yet there are literally millions of children three years of age and younger who are afraid of the dark, dogs, opossums, cats, rats, mice, snakes, rabbits, furry goods, feathery decorations, and false faces. Among adults, there are fears innumerable, varying all the way from fear of a spider to fear of publicity. But each fear is qualitatively unique.

Fear of the dark is different from fear of publicity, fear of the dentist from fear of ghosts, fear of conspicuous success from fear of humiliation, fear of a bat from fear of a bear. Cowardice, embarrassment, caution and reverence may all be regarded as forms of fear. They all have certain physical, organic acts in common—those of organic shrinkage, gestures of hesitation and retreat.[7]

It must be, then, that the emotion of fear becomes attached to many of the ordinary objects and circumstances in one's life. In fact, there are as many fears as there are specific situations in life which will arouse the fear response. Our fears differ in number and kind. Those of the ignorant, superstitious savage vary widely in number and kind from those of the intelligent, educated man.

How the fear response is conditioned. It appears that the basic emotional mechanisms inherent at birth are attachable to almost any situation, realistic or imaginary. While only two stimuli, loud noises and loss of support, arouse the fear response at birth, a few months later certain conditions may be set up which will attach the fear response to a dozen or more new situations. This technique or method of setting up new conditions

[7] John Dewey, *Human Nature and Conduct* (Henry Holt and Co., 1922), pp. 154-5.

which will arouse the response is called conditioning, that is, causing or bringing about an emotional response. We can say, then, that the child is learning or acquiring fear responses. This conditioning of a fear response to stimuli other than the two original ones of loud noises and loss of support is effected by means of association, gradation, and transfer of elements inherent and incident to the original, set up conditions.

Let us go with Watson into his laboratory and see how this transfer is made; in short, see how the child learns to be afraid, how he develops emotional reactions of fear which are pitiable and which, if not unconditioned (unlearned or detached), will handicap him throughout life. In this laboratory are children who have never known any other home than a carefully controlled environmental life in the hospital. They have thus been saved from a home life where conditioned fear responses are daily evidenced.

Picture in this hospital a lively, healthy baby boy, about eleven months old, who has been playing for weeks with white rats, rabbits, pigeons, fur muffs, the hair of attendants, false faces, and toy blocks. Bear in mind that the fear response has been called out only by loud noises, such as striking an iron bar three feet long with a hammer, or by removing all support, as in falling. With these facts in hand, read carefully the following laboratory notes, wherein learning to be afraid or the conditioning of emotional fear responses is clearly illustrated. Watson says:

Our first experiment with Albert had for its object the conditioning of a fear response to a white rat. We first showed by repeated tests that nothing but loud sounds and removal of support would bring out fear response in this child. Everything coming within twelve inches of him was reached for and manipulated. His reaction, however, to a loud sound was characteristic of what occurs with most children. A steel bar about one inch in diameter and three feet long, when struck with a carpenter's hammer produced the most marked kind of reaction.

Our laboratory notes showing the progress in establishing a conditioned emotional response are given here in full:

Eleven months, three days old. (1) White rat which he had played with for weeks was suddenly taken from the basket (the

usual routine) and presented to Albert. He began to reach for rat with left hand. Just as his hand touched the animal the bar was struck immediately behind his head. The infant jumped violently and fell forward, burying his face in the mattress. He did not cry, however.

(2) Just as his right hand touched the rat the bar was again struck. Again the infant jumped violently, fell forward and began to whimper.

On account of his disturbed condition no further tests were made for one week.

Eleven months, ten days old. (1) Rat presented suddenly without sound. There was steady fixation but no tendency at first to reach for it. The rat was then placed nearer, whereupon tentative reaching movements began with the right hand. When the rat nosed the infant's left hand the hand was immediately withdrawn. He started to reach for the head of the animal with the forefinger of his left hand but withdrew it suddenly before contact. It is thus seen that the two joint stimulations given last week were not without effect. He was tested with his blocks immediately afterwards to see if they shared in the process of conditioning. He began immediately to pick them up, dropping them and pounding them, etc. In the remainder of the test the blocks were given frequently to quiet him and to test his general emotional state. They were always moved from sight when the process of conditioning was under way.

(2) Combined stimulation with rat and sound. Started, then fell over immediately to right side. No crying.

(3) Combined stimulation. Fell to right side and rested on hands with head turned from rat. No crying.

(4) Combined stimulation. Same reaction.

(5) Rat suddenly presented *alone*. Puckered face, whimpered and withdrew body sharply to left.

(6) Combined stimulation. Fell over immediately to right side and began to whimper.

(7) Combined stimulation. Started violently and cried, but did not fall over.

(8) Rat alone. *The instant the rat was shown the baby began to cry. Almost instantly he turned sharply to the left, fell over, raised himself on all fours and began to crawl away so rapidly that he was caught with difficulty before he reached the edge of the mattress.*[8]

Here one sees a child within a week made sorely afraid of what

[8] John B. Watson, *Behaviorism* (W. W. Norton and Co., 1925), pp. 126-7.

once was his dearest pet, a white rat. This fear was developed, not by any injury from the rat, but because the child associated the loud and fearful noise with the rat. Of course, when he is older, he will know that there is no connection between the two; but the foolish fear of all rats will haunt him, unless he is unconditioned; neither will he know why he is afraid of rats. The experiment is indicative of the facility with which many of our fears are acquired.

Nor does the spread of fears stop with this seemingly directly conditioned transfer. Take the case of the baby boy, Albert, in Watson's experiment. Here you will observe a conditioned emotional response of fear becoming somewhat attached to *similar or related stimuli.* Five days after the experiment, the baby showed not only marked fear responses toward the white rat but also toward the rabbit, the dog, a sealskin-coat, cotton, wool, a Santa Claus mask, in fact any object that was soft, fluffy, or downy. The spread or transfer was marked. The baby was not afraid of his blocks at any time, nor of the room in which the experiment was performed. These had neither been conditioned nor were they in any way like the white rat.

Experiments and observations seem to confirm the statement that the vast majority of our fears are acquired because of the unwholesome environmental conditions to which our sensitive organisms have been exposed. Parents and older children in the presence of younger children show their fears of fire, snakes, frogs, mice, thunder, etc., by means of screams, tense voices, jumps, and starts. Under such circumstances, probably a mongrel pup would learn to be afraid of objects which hitherto he had regarded playfully.

Another example showing how fears are conditioned is that of forcing a child into deep water when trying to teach him to swim. There is a direct connection with the original fear stimuli in this deep water situation. The child feels himself falling, being swept off his feet. Children are frequently fearful of water for years because of some early accident of falling in or of the foolish teasing of parents or older children.

Fear of closed rooms may have been caused by some fright

occasioned in early childhood. A certain mother and teacher report that a little kindergarten girl was accidentally left behind in a fire drill at school. Both doors of the room were closed by the wind with an awful bang. The child, being unable to open the doors, and further stimulated by the noisy running of children and the loud sounding fire gong (not unlike the iron bar), fell into a state of hysteria and was semi-conscious when found. It took months to overcome the effects of this unfortunate experience.

The fear of lightning has a direct connection with the original fear stimuli, the loud sound of the thunder with which it is closely associated. But even this fear is largely conditioned by the foolish, emotional reactions of parents and older children in the family.

Whether children are frightened accidentally or purposely (as by older children, just for fun) a process of reconditioning should be set up that will break up for all time the particular fear response.

How Can Certain Fear Responses be Unconditioned in Children?

Some of the following methods for breaking up fear responses in children have been laboratory-tested. Probably any fear response, if not too pronounced, can be eliminated by the use of one or more of these methods, provided patience, persistence, and intelligence attend the unconditioning.

Elimination through forgetting—Disuse. Keeping the child away from the object that caused the fright is one of the oldest and simplest known methods of breaking up a fear response. The theory is that the child will forget, that is, that the neural fear connection will become weakened through disuse. Watson concludes from a limited number of experiments that the method is not so effective as was formerly believed. The memory of a fear situation is not easily forgotten. Shielding a child from the situation is at best a negative cure.

The verbal or "talking it over" method. Talking over the

cause of the fright with the child, recalling the attractive features of the object, explaining its origin, characteristics, and value, if it has any, is a commendable method, provided the child is old enough to understand clearly the explanations. The object of fear, of course, is not present at the time. Parents have reported to the authors that they have used this method quite effectively with children seven and eight years old who were afraid of opossums and lightning, respectively. The fear response was not broken up by this method alone; but a background of explanatory ideals and favorable concepts was built up which made the child less frantic in the presence of these stimuli. The parents took advantage of this stored-up knowledge in the child, combining it with the method of distraction.

Method of distraction. The object of the fear is present at a distance when this method is being used. The attractive and playful features of it are enthusiastically pointed out by the parent. For instance, a certain mother who was trying to help her small son overcome his fear of lightning had him watch a thunder storm with her. At each flash of jagged lightning she would exclaim, "Oh, wasn't that beautiful! Did you see how it lit up the whole heavens? How beautiful the clouds, trees, and field look! And wasn't that a loud thunder clap? It made me think of that giant fire-cracker we shot off on the Fourth." The child eventually became so interested in sharing the apparent joy experiences with the mother that the viscera maladjustments subsided, and finally he, too, was able to point out beauty in the sight.

Method of social imitation. Some attempt to overcome fear responses in a child by letting him see a group of children of about his own age experiencing great fun with the much-feared object. There is a possibility that his impulse to join the group will overcome his fear of the object. But this method is fraught with danger. The children, detecting his fright, may get great fun out of teasing him and chasing him with the snake, opossum, frog, or whatever the exciting object may be, thus making his fear response stronger than ever. If the whole situation could

be a "frame up" in which the children in the group had been told to help the boy overcome his fear by paying no attention to him and letting him take his time to join them voluntarily, the possibility of a positive cure would be greater.

Method of direct unconditioning. Watson reports how a three-year-old boy, Peter, was freed from his fear of a rabbit by the direct unconditioning method, as follows:

> We seated him at a small table in a high chair. The lunch was served in a room about 40 feet long. Just as he began to eat his lunch, the rabbit was displayed in a wire cage of wide mesh. We displayed it on the first day *just far enough away not to disturb his eating.* This point was then marked. The next day the rabbit was brought closer and closer until disturbance was first barely noticed. This place was marked. The third and succeeding days the same routine was maintained. Finally the rabbit could be placed upon the table—then in Peter's lap. Next tolerance changed to positive reaction. Finally he would eat with one hand and play with the rabbit with the other, a proof that his *viscera were retrained along with his hands!*
>
> After having broken down his fear reactions to the rabbit—the animal calling out fear responses of the most exaggerated kinds—we were next interested in seeing what his reactions would be to other furry animals and furry objects. *Fear responses to cotton, the fur coat, and feathers* were entirely gone. He looked at them and handled them and then turned to other things. He would even pick up the fur rug and bring it to the experimenter.[8]

Of the five methods mentioned for breaking up a fear response the last is undoubtedly the most effective, the first the least effective. Direct unconditioning takes more time, patience, and understanding of the child and the fear emotion; but the results justify the effort. If fear responses are uprooted and eliminated by such methods as described, why cannot the same technique, modified to suit the specific case, be used effectively in breaking up all other pernicious forms of emotional reactions, whether they be connected with fear, rage, or love?

In brief, emotional organization is subject to the same laws as other habits, both as to origin and as to decline. It remains

[8] Watson, *op. cit.*, pp. 137-8.

for parents and teachers to know and apply these laws of habit formation and elimination in ways most beneficial to the child and to society at large.

How Is Rage Conditioned, Transferred, and Unconditioned?

The original stimuli that produce the rage response. Watson found that there were only three stimuli that would cause the rage (mad or anger) response in infants. Those three situations were: (1) holding the infant's legs tightly together; (2) pressing and holding its hands against its sides; and (3) holding the infant's head lightly between the hands. The primitive responses to these three stimuli were stiffening of the whole body; the free slashing movements of hands, arms, and legs; holding the breath; screaming; and reddening of the face, changing to blueness. These responses can be produced when the pressure upon the infant's arms or legs is not severe enough to produce the slightest injury.

The emotion of rage certainly has a hereditary background which causes the child to "put on a show" entirely disproportionate to the situation or stimulus exciting it. In short, any restraint upon the infant's bodily movements is certain to produce rage responses. What mother has not hundreds of times noticed rage reactions when she attempted to wrap the child's arms or legs in a blanket, cover his head, or forcibly pick him up?

How rage emotions become complicated. Since, with the infant, only three different stimuli are found to arouse the emotion of rage, how can one account for the great number of objects and occasions that will anger and enrage older children and adults? We become enraged at people; animals; organizations; social programs; dress suits; collar buttons; political organizations; institutions; social cuts and humiliations; reflections upon our work, integrity, or self-respect; gossip about our family; and ridicule of our religion.

Occasions in childhood that bring on fits of rage and tantrums are almost as diversified. If the child cannot open the door,

cannot catch his pup, cannot pull his wagon up hill, if his block house tumbles down, or his paper elephant continues to fall over, or if in any way he is restrained or thwarted by adverse reality, the child resorts to the primitive mode of expression—rage or anger. In fact, either child or adult is apt to exhibit anger or rage at anything which interferes with what he considers valued ends. How can we square these observations with the primitive emotion of anger, which manifested itself in response to three situations only?

Recall the laboratory explanation given for the transfer of fear in the preceding pages. The same principles apply to the complications of rage. Some part of the original response becomes attached to some analogous original stimulus. For example, an infant eight months old, while being bathed, is held too tightly by the nurse. The baby soon not only becomes enraged at the sight of this particular nurse but at the sight of anyone wearing the same garb. Partial details of one reaction become attached to a partial set of other stimuli. Emotional reactions become elaborated, organized, differentiated, and attached to analogous objects, situations, and conditions. Possibly childish resentment against a tyrannical and domineering parent becomes so peculiarly organized in his sentiment as to account for his temperamental radicalism and revolt as a man against those in authority in his business, political, or social organizations.

How emotions of rage can be unconditioned. Rage emotions can be handled in the same ways as those suggested for fear responses: (1) by eliminating the cause, hence curing it by disuse; (2) by talking it over with the child; (3) by the method of distraction, that is, calling his attention to some more attractive substitute response; (4) by social imitation; and (5) by direct unconditioning.

Parents could often prevent their children from going into tantrums if greater foresight were used. When a parent knows that a certain situation invariably calls forth rage on the part of his child, he could help avert the spell or scene by setting up a situation that would shield the child until his health, nervous reserve, or reasoning ability was adequate to the situation.

For example, a child has been permitted to stay up very late and has had an exciting evening. Under such circumstances, any normal child is likely to create a "scene" upon the slightest provocation. The child is not himself. The wise mother is the one who foresees the possibilities in such a situation and who does everything in her power to prevent loss of self-control when the child is being put to bed. Even if the child does lose control, the parent must not. To punish him for impudence or disobedience when he is already beside himself is futile. It tends to aggravate rather than help the situation.

Thus one of the best ways to minimize anger responses is to foresee and provide an environment which is normal, regular, and healthful, so that there will be few or no occasions for tantrums. Disuse of his bad emotional habit will cause it to die a natural death. But, when a break does come, the adult must keep calm and show genuine sympathy rather than anger and disgust; and, when the fury is past, he should point out to the child, in a quiet way, all points pertinent to his failure. With the child's approval, give him easy but nevertheless challenging situations in which he can practice self-control. See that he wins in these set-up conflicts; and praise him generously for his efforts.

A certain seven-year-old boy was sure to fly into a rage if he was struck out in baseball or if he failed flatly in any phase of the game. He would lose all self-control, scream, and fight anyone who tried to point out his error to him. His teachers and parents had whipped him severely on two occasions for creating such scenes. At other times he had either been forbidden to play any more that day or was sent to bed. All these forms of disciplining had only tended to aggravate the outbursts.

In considering further how to help the child, the use of Method 1 (elimination of a fault by disuse) was not practicable, because daily he would be facing social situations which necessitated self-control. The child was appealed to and the situation talked over with him (Method No. 2). Being a reasonable lad, he saw during the conference with his father how unfair, foolish, and unsportsmanlike was his flying into tantrums. He decided to exercise

self-control at the next game or voluntarily sit out a few innings, until he had himself in hand.

The following day, a chance for direct unconditioning (Method No. 5) or breaking up of the bad temper response was afforded. When the father, who was playing with the boys, saw that the child was being severely tried, he complimented him for holding on, and by smiles, nods of approval, and the use of certain phrases and allusions understood only by father and son, helped him to triumph. At points where it was evident the child could stand no more, the father played in the son's place, while he rested. The father and the other boys in the group took the bad breaks against them, and by word and deed showed how little a mistake counted, if one but did his best. By use of practically all five methods, supplemented by a generous amount of patience, persistence, sympathy, and intelligent direction there came almost perfect self-control in this and analogous situations.

Is Rage Deleterious Physically and Socially?

Laboratory experimentation has proved that the emotional states of rage are hard on the child. Blood tests of infants who have been enraged show an excess of blood sugar. This probably signifies that the adrenal gland is secreting at a rapid rate. All the organs of the viscera experience radical and abrupt changes during tantrums and fits of anger. This is especially true of children whose nervous mechanism responds wholeheartedly. It is little wonder that, after such a disturbance, children are exhausted and have to be put to bed. Digestion is often upset for several hours; and in sleep there is restlessness. Few emotions are so deleterious and deteriorating as rage.

Social injuries also are apt to result from rage outbursts. Too often, when a child has a tantrum at home or at school, someone runs to his rescue and tries to pet and cajole him back into good humor. Soon he realizes that screams and outbursts bring solicitude and attention; so he "throws a fit" on the slightest provocation. Thus he is either spoiled or else robbed of all independence

and self-reliance. Rather should he be helped before he breaks, or after he has ceased crying and has started again upon his own initiative to conquer his problem.

How Is Love Conditioned, Transferred, and Controlled?

Original stimuli of this response. The study of the emotion of love in the infant is beset with a great many difficulties. Observations, consequently, have been incidental rather than directly experimental. The original stimuli to such responses apparently are stroking of the skin, tickling, gentle rocking, and patting. The responses are especially easy to bring out by the stimulation of what we may call the erogenous zones. The response in an infant depends upon its state; when crying, the crying will cease and a smile begin. Gurgling and cooing follow. Violent movements of arms and trunk, with pronounced laughter, are made by six- to eight-months-old infants, when tickled. The responses indicated are those popularly called "affectionate," "good natured," "kindly," etc. The term "love" embraces all of these, as well as the responses between adults of opposite sex.[9]

How it is transferred or complicated. The number of original stimuli calling forth the so-called love response in infants is infinitesimally small compared to the number of stimuli, responses, and their antecedent attachments in later life. Though it is true that stroking the skin, patting, rocking, and mild tickling will always provoke a mild, emotional glow, this same instinctive tendency which we have labelled love becomes decidedly romantic as the child develops in adolescence and the organs of reproduction become most sensitive to stimuli.

But, by adolescence and adulthood, one has learned to be thrilled pleasantly by a great number of things. The process of complication of responses is similar to that in fear and rage, through gradation and transfer. Such emotional traits as joy, sympathy, elation, gratitude, reverence, aesthetic feelings, vanity, wanting attention, showing off, selfishness, conceit, or self-pity are only derivatives of the hereditary emotion of love.

[9] Watson, *op. cit.*, p. 123.

How Can Love be Controlled?

The same five methods used in unconditioning fear and rage could well apply to the uprooting of maladjustments in the emotion of love. Romantic love or sex attractiveness may lead to beautiful and wholesome reactions. Children should be helped to understand it. We have no hesitancy in explaining that, although hunger is natural, we must not eat whatever we desire and whenever or wherever it pleases us. In much the same way, Morgan[10] suggests that we explain to the adolescent child (whenever the occasion arises) that sex hunger is as natural and normal as hunger for food but, like hunger for food, must be controlled. Thus will the child be helped to see all his reflexes, impulses, and emotions and their attendant desires and necessary curbing in an intelligent way.

But how shall we deal with the sex impulse, if character is to be best developed? Sex impulses have potentialities for good or for evil. To every strong impulse there is bound to be one of three manifestations: (1) a violent, spasmodic, abrupt outcome; (2) a secretive, surreptitious, and suppressed outcome; or (3) a sublimation to allied and contributory channels. What attitude shall parents and teachers take toward manifestations of the sex impulse in youth, so that, because of this impulsive tendency, life will be richer, fuller, and happier?

One of three things may be done: the manifestation may be (1) denounced and upbraided; (2) ignored entirely; or (3) used as an educational opportunity to socialize the child. The early reaction to the manifestation is crucial.

If the first course is taken, the chances are strong that the child's attention will become focused upon this impulse, to the end that he becomes morbid. He may commit some violent, vicious assault or, what is more probable, practice some equally disastrous, secretive, sexual perversion.

To ignore the impulse is equally dangerous; impulsive urges

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[10] John J. B. Morgan, *The Psychology of the Unadjusted School Child*, p. 80 f.

cannot be lightly pushed aside. Again, probable results will be undesirable sexual practices.

The third, the wholesome course that should be pursued, is to recognize the potentialities of the impulse, help the child understand its manifestation, and give intelligent and sympathetic direction to its development. If this course is followed, there will be little danger of either violent and abrupt or secretive and perverted outcomes. Such intelligent direction will result in a sublimation of the impulse. That is, the instinctive emotions will be diverted from their original ends and re-directed to purposes satisfying to the individual and of value to the community.

For example, the sex impulse in the boy may be sublimated in acts of chivalry toward the other sex; or by pursuing some worthy project in dramatics, music, or athletics. Later, in adult life, sublimation of the same instinct is likely to be expressed, not only in chivalrous deeds toward the opposite sex, but through association with some other strong and allied impulse, such as creativeness or altruism. The painting of a picture, the writing of a poem, the preaching of a sermon, the planning of a beautiful building, or espousing some worthy cause may be the wholesome channel through which this sublimated inner urge is expressed.

Conclusion

1. The right training of the emotional life of childhood is every iota as important as the right training of his intellectual life. This is poignantly evident when one considers:
   (a) Adult "mental breakdowns" can nearly always be traced to unhealthy emotional habits learned in childhood.
   (b) Criminal delinquencies, both in youth and adulthood, are largely due to pernicious emotional distortions acquired in childhood.
   (c) The failures and half-successes of adults, in both their vocational and avocational pursuits, are directly attributable to faulty and aggravating traits in their

personality. These annoying emotional traits of one's personality are built in childhood.

2. Parents and teachers have never appreciated sufficiently the value of building in the child right emotional attitudes first, and such intellectual habits as knowledges and skills second.
3. The child must feel certain repulsions against being inflicted with certain weaknesses, such as foolish fears, losing his head in rage, dishonesty, shiftlessness, and procrastination, before the opposites of these faults can be learned economically.
4. Emotional habits are learned in exactly the same way that all intellectual habits are learned, by practice with satisfaction.
5. The most economical method to use in helping a child to acquire certain desirable emotional habits is in connection with certain trying life situations in which he wishes to conquer or succeed. If he realizes that, only in the degree that he possesses certain emotional reactions for such trying occasions will success or defeat be likely to ensue, he will have a readiness to choose and practice the desired response. For example, if a boy desires to be a sure and heavy hitter in baseball, and if he realizes that only in the degree that he practices self-control and refuses to be moved by taunts of others can his success be assured, then this tense life situation affords both him and his parent, coach, or teacher the best possible means for the learning of certain desirable habits and the overcoming of the undesirable habits.

Suggested Questions

Selfishness, Thoughtlessness of Others, Self-Centeredness, Conceit, Vanity, Bossiness, Showing Off, and Demanding Attention

1. Is it not perfectly natural for a child to have all eight of these traits? Would not one be uneasy if the child were lacking in them?

2. Are not these traits signs that the child's ego or self-assertiveness is in an aggressive, healthy condition?
3. Whence came these so-called faults of the child? Are they acquired entirely by imitation, or are they natural outcomes of the clashes between his ego and his environment?
4. What possibility of transforming these eight egotistic, self-centered traits of childhood into altruistic characteristics can there be, if the children are exposed daily to any of the following environments:
   (a) An environment in which continual selfishness and vanity are practiced by adults?
   (b) An environment in which adults express indications of gain and satisfaction when indulging their selfish interests?
   (c) A home and community environment in which material possessions are considered worth infinitely more than spiritual development?
   (d) An environment where newspaper accounts of greed and graft escaping the law are continually discussed?
   (e) A home where parents continually spoil and pamper children by having them "show off" before company?
5. Will not egotism be supplanted by altruism largely in the degree that the child:
   (a) Early gets satisfaction in serving others?
   (b) Early learns to see the needs of others and gratifies his ego by feeling that his help has been indispensable?
   (c) Is early challenged to do more than other members of the group for his home or school?

STEALING

1. Do children sometimes steal because they see others do it and "get by"? How could you prove to a child that it does not pay to steal, especially when he hears daily discussion of grafting and stealing by big business concerns and men in high governmental positions?
2. Is the child denied an allowance? To what might this denial lead?
3. Is the child denied possession of certain things which practically all his playmates possess and which, in his estimation, are very much worth while? If it is impossible for him to have these things, what might be the effect of a

sympathetic, heart-to-heart talk and explanation regarding the circumstances? Children have been glad to do without certain things when they felt that they were helping their parents or teacher.

4. Would the stealing problem be solved in many cases, if needy children were helped to get work after school hours and during vacations?
5. Would placing children in positions of trust in the school give them practice and joy in being honest? (*e. g.*, charge of supplies sold.)
6. Would it be possible to have some of the best people in the community sponsor children who have had wrong home training, freely giving them counsel and helping them to secure positions of trust?
7. Do you always understand the motive which prompted a child to steal? Children have been known to steal because they were able to display possessions which gave them prestige in the estimation of their playmates. Children have been known to steal to "get even" with someone who has wronged them. Jealousy of another's possessions has prompted stealing among adolescents. A child who fails in his school work often tries to gain the esteem of his pals by having plenty of spending money for gum or candy.
8. Do children sometimes steal because life is drab, because they need excitement and love adventure?
9. Would not a thorough analysis of the causes of the child's stealing, followed by a change in conditions which would encourage and reward honesty, be a general plan to follow in all such cases?

BAD TEMPERED, SULLEN, IMPUDENT, NERVOUS, EXCITABLE, LACKING IN SELF-CONTROL, POUTS, IS PEEVISH AND WHINES

1. Does the child gain anything, does he get his own way by displaying bad temper or being impudent?
2. If he gets his own way and becomes the center of attention by exhibiting these undesirable traits, what effect will it have on his future reactions?
3. Would his keeping late and irregular hours, eating improper food, being in a run-down condition physically provoke any of these undesirable traits?
4. Has the child ever witnessed others (parents, perhaps) exhibiting such traits as bad temper, sullenness, peevish-

ness, etc.? Was the child born with these despicable traits or did he acquire them?

5. Would being able to see the humor in a situation often relieve the tension?
6. Do you know all the factors operating which cause such emotional displays? Will substitution act as an alleviator?
7. When the unfortunate outbreaks occur, do you further aggravate the trait by losing your own self-control so that bad temper gains a deeper hold on the child?
8. Would it not be well to ignore the fit of temper and impudence when the child is beside himself and patiently and sympathetically wait for a calmer period when you can quietly "talk it over"?
9. Would whipping or otherwise humiliating a child, when he is in such a tantrum, make him more angry and sullen, and thus act as a strong stimulus to wrong "emotionalized sets"?
10. Does not chronic sullenness indicate that the child is failing in his conflicts with reality, losing self-confidence, and, in this way, paving the way for a life of failure and even crime?
11. Would providing the child many situations in which he wins help him develop self-confidence, preserve his ego, and tend to insure him against such outbreaks?
12. Could the child, his teacher, and parents make a canvas of those life situations which have hitherto caused him to lose his temper, analyze what was so provoking about each, and finally work out some device which would forestall future breakdowns? For instance, a certain boy became exasperated at another's bragging of his baseball prowess. This resulted in the child's losing his head and trouncing the braggart. When he realized, however, how silly the habit of bragging was, he decided, after talking the situation over, not to get angry at such a thing in future.
13. Do nervous, excitable, whining parents and teachers have the same kind of children?
14. Would parents and teachers with optimism, enthusiasm, poise, sympathy, and understanding be a bulwark of protection against nervousness, loss of control, pouting, and peevishness?
15. Would it be possible to provide such a program of happy, attractive activities that the child's life would be too full

to give him time to think of hurt feelings or of imaginary ills?

16. Is the strong, healthy child who spends much time in the fresh air and sunshine usually free from nervous disorders and their innumerable offshoots?
17. Does the child sometimes sulk, pout, act impatiently, or pretend illness in order to get attention? Would completely ignoring such demonstrations and refusing to grant requests until they were made in a pleasing, self-controlled way, help the child?
18. Would an effective way of helping the child to gain self-control be to set up attractive activities that would bring satisfaction and glory, when successfully completed, but whose success depends upon the practice of desirable virtues?

CHAPTER VIII

THE EFFECT OF PHYSICAL CONDITIONS UPON HABITS

Unhealthy physical condition in a child is almost certain to provoke some kind of mental maladjustment. Poor health is not the only source of misbehavior, as the four preceding chapters have shown. But teachers and parents know from unhappy experiences that a "run-down" and half-sick child is invariably a problem child, so long as those conditions obtain. Studies have been made which trace a large percentage of disciplinary problems to the poor physical condition of pupils.

Parents and teachers have carried on great and worthy health crusades during the past decade, resulting in marked improvement of health, bodily vigor, and growth of children. In many instances these "health drives" emphasized good health because it meant good resistance, the greatest preventive to many communicable diseases. But good physical health should be emphasized also because of its direct connection with good mental health. In short, physical health and mental health are mutually interrelated and interdependent.

What Specific Factors Affect the Physical and Mental Conditions of Children?

How does improper diet affect the physical and mental condition of children? In this enlightened age of authentic, free pamphlets and bulletins, there is no legitimate excuse for not knowing the value of the common food elements, such as mineral substances, proteins, starches, sugars, fats, cellulose, the vitamins, and the common foods that are rich in them. Nevertheless, many children are literally starving to death, even in homes of wealth, for certain nutritive food elements. There is plenty of food; but the proper elements are either lacking or not in the

right proportion. Many physical defects are due directly to an improper or unbalanced diet. Dr. Lucas[1] names the following as outstanding and readily noticeable physical results of malnutrition: below weight for height and age, below height for age, too easily tired on slight exertion, poor general physical development, flabby musculature, incorrect posture, secondary anemia, poor circulation, pallor of lips and skin, cold hands and feet, feeble powers of digestion and assimilation, poor resistance to infections, and frequent colds.

But the mental results of malnutrition are equally numerous and equally serious. In the list of 132 faults of children, the following have probably been conditioned or aggravated because of malnutrition: night terrors, sleep disturbances, irritability, slow mentality, nervousness, bad temper, contradicting, demanding attention, being discontented, excitable, inattentive, pouting, peevishness, restlessness, stubbornness, inferiority complexes, and dawdling over food.

Good food habits can be readily established in little children, because in the beginning the child knows nothing of foods except those served to him. But the frequency with which parents mention "dawdling over food" indicates that poor habits have been allowed to develop. It is believed that an observance of the following principles would insure the building of desirable eating habits:

1. Serve wholesome, well-cooked foods without comment or question. Let the attitude of the family be "Eat and enjoy this splendid meal."
2. When introducing a new food, serve only a small quantity to the child at the time when he is really hungry.
3. See that the food is not only well-cooked but palatable and attractive in appearance.

Some of the causes of perverted food habits are:

1. The child has heard and seen others at the table show a distaste for some particular food.

[1] Wm. P. Lucas, M. D., *The Health of the Runabout Child,* pp. 166-7.

2. The child, wanting attention, puts on a scene by refusing to eat, and thus becomes the center of attraction.
3. The first introduction to some food may have been unpleasant and hence, ever afterwards, he associates this disagreeable experience with the particular food. For example, children have been known to dislike soups because they were too highly seasoned with salt, pepper, or some other strong condiment. Dislike for eggs has arisen because they were burned, scorched, or served cold or unattractively.
4. Too often food may have a "flat" taste, be without flavor, unappetizing, and negative in appearance.

How do play, fresh air, and sunshine affect the physical and mental condition of children? Norsworthy and Whitley say on this subject:

A child who does not play not only misses much of the joy of childhood but he can never be a fully developed adult. He will lack in manhood many of the qualities most worth while because many of the avenues of growth were unused and neglected during the most plastic period of his life.[2]

Burbank[3] suggests that a child misses the best part of his education if he is deprived of mud pies, grasshoppers, tadpoles, frogs, mud turtles, acorns, trees to climb, brooks to wade in, woodchucks, bats, bees, butterflies, various animals to pet, rocks to roll, sand, snakes, huckleberries and hornets.

Play may be regarded as an instinctive tendency. Little children get many of their meanings of life through play. To deny them an outlet for this play impulse not only retards their physical growth but, what is equally serious, may excite certain emotional disorders, moods, and mental responses, such as bad temper, irritability, bullying, contradicting, disobedience, irresponsibility, lack of initiative, dissatisfaction, excitability, impudence, lack of imagination, lack of self-confidence, nervousness, peevishness, whining, sullenness, and inferiorities. Not only do the traits of

[2] Norsworthy and Whitley, *Psychology of Childhood* (By permission of The Macmillan Company, publishers, 1918), p. 219.

[3] Luther Burbank, *The Training of the Human Plant.*

sterling character that may be developed through play and work supplant the defects listed, but they insure a personality of balance and a character of stability.

But where shall this play impulse have its fulfillment? Certainly not in stuffy rooms. A large house or room is no guarantee of fresh air. Children should play out of doors as much as possible. When this cannot be arranged, the indoor play room should be well ventilated and sunny. Dead air is the breeding place of colds and infectious diseases.

The importance of fresh air and sunshine as germicides and guarantors of good health is slowly penetrating the imagination of our people. Sun baths and twenty-four-hour fresh air exposures are fast gaining popularity as cures for some of the most malignant diseases. It is a scathing denunciation of adult intelligence that these two great forces, sunshine and fresh air, are ignored and neglected in so many instances until the ravages of some disease have swooped down upon the helpless child, making his life wretched both physically and mentally. Dr. Lucas says:

Sunshine in the open air is childhood's greatest ally. To keep the normal child healthy, give him sunshine. To help the sick child get well, give him sunshine, not by the bottle but by days' full. Tuberculosis and pneumonia, rickets, malnutrition, bronchitis, and many acute infectious diseases are directly affected by the rays of the sun. Children should be gradually accustomed to direct sunshine upon their bodies and should be allowed to play outdoors with as little clothing on as possible, in white rompers with low neck and short sleeves, sandals and light sun hat. The white or light-colored clothing allows the light rays to penetrate to the skin.

The most convincing plea for the value of sunshine for the well child during the period of great growth is actually to see the sunshine at work on the body of a sick child.

In February, 1918, during the war, I visited Dr. Rollier's Sanatorium at Leysin, Switzerland, and to my surprise found his institution crowded with children and some French and English soldiers, altogether some two thousand cases. The hillsides were dotted with the various hotels for the treatment of different types of cases. The children came from all over the world, Russia, Germany, America, France, Italy, Switzerland, etc., and the

majority were suffering from bone tuberculosis. These cases were being treated by the direct rays of the sun. Dr. Rollier's method is to begin by exposing the feet of the patient first, and by slow ascending exposure of legs, thighs, abdomen, chest, back, etc., to reach the sun bath for the entire body for over an hour at a time by the end of the first month. The body becomes pigmented in varying degrees, shading from a light brown to a rich mahogany color. As the children become accustomed to the sun, they spend the entire day out of doors with loin cloths and sun hats and sandals as their only covering. The children have their lessons, their rest periods, their games, all out of doors, and when our party was there, it was a cold winter day with winter snow crust covering the hills and we were cold in spite of our fur coats and heavy clothing. But the children, playing and working in the sun with just loin cloths and sandals, were glowing with warmth. Those lying out on their beds were even moist with perspiration.

The great impression made upon me was the fine healthy condition of the children. Their faces were bright, animated, filled with life and spirit, and not the usual passivity of the child shut up in an institution. Their color and the tone of their muscles I shall never forget. They were so normal and healthy and their muscles were hard and beautifully rounded out. The affected areas were usually in a healthy condition, even where there were discharging sinuses. This impression of the splendid general tone of the children only confirmed my own previous personal experience with the sun treatment in California.[4]

How does sleep affect the physical and mental condition? The hours of sleep are the restorative period of the twenty-four hour day. Children below the age of six should sleep at least twelve hours daily and, if underweight, probably one to two hours more. When one considers the tense and artificial life of today, one realizes that probably few children sleep enough, even in the best regulated homes.

Some conditions that are conducive to sound, restful sleep for children are: daily, complete bowel evacuation; clean nose and throat passages; a clean body; quiet, cool room or sleeping porch; no artificial light; clean, comfortable bed; and regular time and

[4] Wm. P. Lucas, *The Health of the Runabout Child* (By permission of The Macmillan Company, publishers, 1923), pp. 56-8.

place for going to bed. A child should be put to bed before he becomes too tired. Many of the vexing, emotional outbursts of children are due to insufficient sleep. Especially is this true of the adolescent youth who is experiencing decided changes in growth. Some of our leading psychiatrists believe that dementia praecox (premature mental deterioration) so common in adolescence could be prevented in at least 40 per cent of cases if parents and teachers cooperated in seeing that a strong, healthy physique was developed in boys and girls.

When parents permit their children to stay up until all hours, they are not only impairing the child's bodily vigor but are also depleting his nervous energy. They are preparing rich soil for the growth of such nervous disorders as tantrums, melancholia, irritability, and bad temper, as well as hindering the development of such needed mental abilities as initiative, alertness, concentration, enthusiasm, and thinking.

How does clothing affect the physical and mental condition? Sometimes a source of irritation to the child is his clothing. It is too tight, too rough, too coarse, or too good to play in. In the last instance, the child labors under the constant fear that, if his clothes are soiled or torn, severe punishment will follow. Mothers could invent few devices which would give greater assurance of irritability, dissatisfaction, affectation, or "sissy" characteristics than unsuitable clothing. The boy who is always "dressed up" does not have a chance with the rough and tumble gang on the vacant lot. Not only does he become the butt of the jokes of the gang, but he is denied one of the most wholesome outlets for his impulsive and instinctive tendencies—through play.

Shoes may be a continual source of physical and mental irritation. The human foot is a delicately adjusted mechanism of bones, ligaments, muscles, nerves, and blood vessels, and is, in the growing period, very easily distorted or thrown out of balance by continued pressure of badly fitting shoes or by lack of attention to the beginning of trouble. It is impossible to measure the handicap which "flat foot," with the resulting inefficiency, imposes upon the human race, but that it is great enough to warrant

the taking of all the pains necessary to prevent it is beyond dispute.

In choosing clothing for children, mothers should remember that its main purpose should be to give comfort and service. Why do we have children wear clothing which, by its very texture and style, makes them irritable, uneasy, or nervous, or causes them to think too much of their appearance? Why do we clothe children in such a way that the greatest protective agency of health, namely sunshine, is given absolutely no opportunity to function?

How do certain common diseases affect the physical and mental condition? Common diseases of children, such as whooping cough, measles, diphtheria, scarlet fever, common colds, adenoid growths, and diseased tonsils are the sources of many mental disturbances. They weaken the nervous energy of the child and tend to make acute such emotional disturbances as tantrums, pouting, nervousness, bad temper, stubbornness, sullenness, excitability, and supersensitiveness. They also tend to slow him up in his mental reactions so that he has less initiative, alertness, imagination, concentration, and creative powers. Failure in school work is apt to be another added aggravation to his already overabused self. Teachers and parents could do much to prevent such conditions by watching carefully and giving immediate attention to the early symptoms of trouble.

How do the care of teeth, eyes, and ears affect the physical and mental condition? Numerous authentic bulletins have been written by specialists on these three topics. The far-reaching and drastic effects of decayed teeth, diseased ears, and poor eyesight are too well appreciated to need any further emphasis in a book of this nature. Health clinics are established in practically every town and city school system, while county health nurses and supervisors are being well received in the rural districts.

Aside from the excruciating physical pain brought on by eye, ear, or tooth trouble, the mental anguish is indescribable. Nervous disorders, in their most acute forms, resulting even in insanity or suicide have had their beginning in these ailments. Because of these defects, inferiority complexes have arisen. The

child cannot keep up with his classmates when he is thus handicapped; so he becomes discouraged, gives up, broods, and is melancholy or morose. Can parents and teachers permit a child thus handicapped to go on losing in his fight for health, success, and happiness, when a dentist or a physician could easily remove or lessen the handicap?

How Can Observance of the Laws of Health be Made Attractive to Children?

If the child's physical health determines in a large measure his mental health, how can we get his cooperation in our health program? The child must *desire* good health and feel its need so keenly that he will obey certain laws of health. The cooperation of the child is easily secured when once he sees that his most prized wishes cannot be realized unless he makes certain health duties and laws his ally.

For example, some high school girls said they "simply could not bear the thought of drinking buttermilk." A few days later a skin specialist, while lecturing, emphasized the efficacy of buttermilk as a purifying, beautifying agent for the complexion. Soon all these girls were drinking several glasses daily of this previously "unbearable" beverage. The child must see a direct relation between his desired ambition or goal and the spinach, carrots, eggs, and milk that he is asked to eat. As Dr. Lucas suggests, the child will not need to be forced to eat his cereal and baked potato, or to drink his glass of milk when he feels that these foods are directly related to the mark upon the wall which shows how tall he is or the number on the scale bar which shows how much he weighs. Giving children honest reasons for their observance of certain health laws is probably the best way to translate these laws into life.

Conclusion

1. In the past we have linked the preservation of the daily good health of the child with the prevention of certain

physical diseases. It is about time that we link the strong physical health of the child with the prevention of:

(a) Certain malignant mental diseases and breakdowns.
(b) Certain undesirable character traits.
(c) Certainty of failure in later life in one's vocations and avocations.

2. Fresh air and sunshine are two of the greatest guarantors of health known to medical science. Both are free. There is no reason in the majority of homes, except stark laziness and indifference, for children's being denied these two necessities.
3. The child should not be made sensitive regarding the direct connection between his physical health and his mental health; but his teachers and parents cannot give too much attention to this direct relationship.
4. The three laws of learning and their correlates must operate, if health habits are to be acquired economically. This means that the child must practice health duties and laws with satisfaction.
5. But continued practice of laws of health is largely dependent upon how much the child feels the need of them. *He* must see a direct connection *now* between the health habit and some, to him, very desirable end. For example, the child must see and feel the direct connection between the buttermilk and the improved complexion, between certain vegetables and physical and mental alertness, between fruit and velvety color, between soft boiled eggs and the scale of measurements.
6. Helping the child form early the correct health habits is his birthright. Few habits are learned more easily and persist more strongly than the hygienic or unhygienic habits of childhood.

Suggested Questions

Hates to go to bed, refuses to take naps

1. Do you allow your child to tire himself almost to nervous exhaustion, and then expect him to go peacefully to bed?

2. Do you permit irregularities with regard to sleeping hours? Can one afford to vary more than half an hour in the bedtime of very little folks? Children's nervous systems are so wonderfully adjusted that regularity and normality are essential for good results.
3. Is the bed clean and inviting, the child's clothes clean and free from irritation, the room quiet and free from artificial light, the temperature of the room moderate?
4. Would it be well to have a pleasant half-hour before bedtime in which some unexciting story is told or read to the child?
5. Would a warm bath be conducive to sleep?
6. Are not most bedtime troubles occasioned by allowing the child to stay up too late, eat too many sweets, or get wildly excited?
7. Would it be well for parents to treat going to bed at a regular hour as a matter-of-fact custom?
8. With older children, would it be effective to talk over the necessity of sleep and its direct connection with a velvety complexion or a good batting eye?
9. Would providing a day of wholesome activities, wherein the child experienced success, tend to make him ready for rest?
10. Can anything solve the problem more effectively than regularity, both as to time and place, and manner of response expected of the child when bedtime comes?

DAWDLES OVER FOOD, HAS INTEREST IN IMPROPER FOOD

1. Do you place fresh, appetizing, attractive food before the child, when he is hungry, and in a matter-of-fact way which plainly indicates that it is taken for granted that he will eat it?
2. Or do you fret in his presence about the possibility of his not liking some food and so make him feel that there is something wrong with it?
3. Do you feed him and hover over him, when he shows displeasure with his food? Possibly he is anxious to be the center of attraction and likes the attention his refusing to eat brings to him. If he does not want to eat, it might be well to let him go without a meal. Children have survived worse ordeals.
4. Do adults show their displeasure when certain foods are served? Children are great imitators. The caprices of adults are very suggestive to them.

5. Do you serve too much and so let him form the habit of leaving food on his plate? Would it not be better to give him a second helping, if he wishes more?
6. Are his hours for meals regular?
7. Do you introduce new foods attractively, in small quantities, palatably flavored, and at a time when he is genuinely hungry?
8. Do you serve plain, nourishing food, permitting sweets (if at all) only at the close of the meal?
9. Do you keep in mind the bad effects of worry, anger, and fear upon digestion? Would it be better not to have a meal when such emotions prevail?
10. Is not eating between meals the cause of later digestive troubles and failure to enjoy meals at regular hours?
11. Should very young children eat at the same table as adults? Will they not want foods which they see others eating but which are not good for them?

CHAPTER IX

SOME PROBLEMS OF ADOLESCENCE

Probably no period in the life of the child causes more anxiety than adolescence. Parents who hitherto have been blissfully unconcerned about their children now become anxious. And well they may be, for unless childhood has been a wholesome, happy period of adjustment to life situations, the transition from childhood to adulthood is likely to be fraught with grave dangers.

What problems are incident to this adolescent period? A partial answer was obtained from over 700 mothers of junior and senior high school students who participated in a series of lectures on "Character and Personality Improvement." At the first meeting, these mothers were asked to list their problems so that the readings and discussions of the remaining periods might be of most value to them. The following questions were most frequently asked in the unsigned letters of these mothers of adolescent boys and girls:

1. How can I give my two adolescent children more freedom and yet exercise greater control?
2. How can I develop in my sixteen-year-old daughter an independence of community standards? For instance, her crowd smoke, pet, drink, and have all-night parties and unless she indulges she is regarded as "odd."
3. How can I develop in my boy a sense of responsibility?
4. How can I develop initiative, ambition, and idealism in my boy?
5. How can I get my children to practice their music?
6. How can we get home entertainments that will compete with those of the fraternities and sororities?
7. How can I get girls interested in physical education, outdoor activities and gymnasium? Their chief ambition is to go joy riding with their crowd after school.
8. Should parents withdraw from the child's entertainments after he is nine or ten?

9. Explain why no two children have the same environment.
10. How can I get my child to do distasteful duties such as to study, wash dishes, fire the furnace, etc.?
11. How can I help my girl be less boy crazy?
12. How can I get my boys to remain in school? (They run off to the country, want to get a job, think education is not necessary.)
13. What vocational guidance books or instructions shall I give my boys?
14. How can I help my boy overcome his careless habits about his room and clothes?
15. What can I do with a boy who has a restless, pioneering spirit? (Wants to go to South America.)
16. How can I help my fifteen-year-old girl get over being selfish, forgetful, stubborn, nervous, and desirous of showing off in class? (She is failing in school.)
17. How can I help a girl become interested in other subjects besides music?
18. How can I help my children make passing grades in school?
19. How can I discourage my son from choosing bad associates? He argues that it is a part of a liberal education to get worldly wise.
20. What educational or organized efforts can we parents make who oppose the laxity and all-night parties which are condoned and secretly sponsored by certain parents who call themselves modernists?
21. How can I help my child cease being so conscientious? (Copies whole page because of one error.)
22. How can I help my children be quick in dressing? It takes them so long that there is no time for breakfast.
23. How can I develop the fight and regular boy spirit in my son?
24. How can I help my child overcome daydreaming?
25. How can I help my children overcome physical and mental laziness?
26. How can I help my child become truthful?
27. How can I help my child drop her false standards? She says clothes, books, family, and display of wealth count more in high school and in life than anything else.
28. How can I help my daughter overcome her pessimistic outlook?

29. How can I help my child learn to conquer and be a quick thinker?
30. How can I interest my fourteen-year-old daughter in housework and give her the idea that she must do her small part in the family?
31. Can intelligence be increased by environment?
32. My child (thirteen years old) came home recently and said he liked a certain little girl. How should I answer when he asks, "Is that all right, Mother?"
33. How can I help my daughter take pride in her home, in her appearance, her room, and herself, and take care of her personal belongings?
34. What book or course will help me understand my boy who is a decided introvert?
35. Is too much reading of fiction bad for a boy's mental development?
36. Should a boy who is not making good in college be taken out and sent to work? Are those children handicapped socially who work their way through school?
37. If a child is not making the highest grades, is it wise to explain that some minds are brighter than others?
38. What would you do for an introvert girl of eighteen who is young for her years but is in college?
39. What would you do for a girl of fifteen who hesitates to try any physical activity such as roller skating, or riding a bicycle? Her associates ridicule her for her lack of ability.
40. What would you do with a girl of eighteen, who in her senior year, suddenly falls in love and no longer takes an interest in her grades or old hobbies?
41. Should fraternities and sororities be permitted in high school? Since there is no legal means of ousting them, what can be done?
42. How much should high school girls be allowed to pay for their dresses? Would high school uniforms solve the problem for girls?
43. Where can I get facts or figures to prove to my high school son and daughter that high grades do count? They say only the grinds, the nuts, the oddities make good grades.
44. What literature can be secured, or how can we convince our daughter that this craze for a slim, slender, hipless figure is all wrong?

How Might Many of These Problems Have Been Averted?

As one reads over this list of questions, one wonders why parents of adolescent children should be confronted by such problems. Could not many of them have been averted through wholesome early adjustments?

If children come into adolescence with unstable emotional attitudes, if they are dependent upon their parents to protect them and to think for them, if they have been browbeaten and cowed by failures, they will find this a period of vacillation, anxiety, and anguish.

But if, during the twelve or fourteen years preceding adolescence, strong, wholesome behavior patterns (habits) have been built in the child, the transition from childhood to young adulthood will be easy, simple, and devoid of acute conflicts. Probably there will be occasional emotional disturbances associated with the physiological changes attending puberty. But these outbursts would be natural and not "carry-overs" of a whole train of failing, faulty habit patterns acquired in early and middle childhood.

If the child has been reared in a home where he has had many opportunities to practice self-control, to depend on his own judgment, to develop initiative and self-reliance; if he has built up many wholesome interests and has experienced the thrills accompanying his own successful adventures and enterprises; if he has learned the value of teamwork, both in the home and school, and has enjoyed the comradeship of parents and teachers; if he has been taught that life is replete with big things for him to do; and if sex-life, with all its potentialities, has been candidly and wisely explained, then there is little need to fear that the unwholesome environment into which he may be thrown at times will wreck him. It will take many exposures to the wrong to destroy behavior patterns that have been built securely into the child's personality. Undoubtedly he will be tempted, probably he may fall occasionally; but right training before adolescence, supplemented by wise, sympathetic, discerning guidance during the adolescent years will preserve the child's character unsullied.

Parents and teachers should then set up such an environment in the pre-adolescent years as will make children towers of strength physically, intellectually, and emotionally. If such wholesome conditions have prevailed, the adolescent years will be simply a gradual expansion of childhood projectings, a branching out of affections to those other than his own family, and a deepening and broadening of his whole intellectual and emotional life.

What Biological Functionings of Adolescence Affect Behavior?

Certain organic and bodily developments and the marked increase in certain glandular secretions in adolescence have a pronounced influence upon the emotional and intellectual behavior of the adolescent. Though these biological changes come on gradually for the most part, yet their maturation does take place in adolescence. This period, then, represents the "peak" or high tide of the release of energizing forces. It is the florescence period, the bursting into full bloom of whatever of beauty and strength nature has been developing through all the preceding years.

Because adolescence is a period of such fervor and drive (resulting from the organism's freshness of full strength) the emotional and intellectual life of adolescents seems to experience a "burst of speed" when compared to some of the drab performances of preceding years. Metabolism of cell life is greatly speeded up. The endocrine glands seem to discharge more abundantly than at any other period, thus sensitizing every nerve cell and fiber that its secretion bathes. Circulation and respiration are more rapid because heart and lungs feel a stimulus to increased activity.

Probably the sense organs do not become refined by the vigorous energies awakened at adolescence; but the youth becomes more sensitive to their functionings. Because of the effervescence of energy and increased circulation there seems to be a supersensitiveness of the cells of taste, which respond pleasurably to

tingling stimuli. The youth, at this time, not only develops tastes for new foods but may find pleasure in the use of strong condiments and narcotics.

At this time, the skin seems supersensitive; and stimuli, such as rubbing, patting, and caressing are enjoyed. As a result, the skin receives more attention. Daily baths and strenuous physical exercise in the fresh air and sunshine are not only generators of physical health, but they tend to keep the mind from centering on sex development.

A change in sensitivity to odors is noticed. The adolescent's longing for fragrant flowers, pungent perfumes, and highly scented soaps has a physiological explanation in the increased rate of organic functioning.

Sight also seems to become more discriminating. Power for recognition of numbers is increased, visual judgments are more reliable, and there is a commendable change in the selection and blending of colors.

In fact, there is a general outpouring of abundant energy from all the organs, a phenomenon that makes adolescence physically, intellectually, and emotionally the most promising period in life.

But if there is one instinctive urge more than another that makes its appearance with a "dramatic rush upon life's stage," it is the sex impulse. When one notes the general high-geared state of all organic activity coincident with puberty, it appears that nature intended the human species to have all the exigencies incident to reproduction abundantly provided for.

The sex impulse, as discussed in this chapter, includes much more than the distinct and specific instinctive feelings for coition and reproduction. Nature's rich and continued provision of strength and energy coincident with the maturing of the sex impulse tones the whole of life, manifesting itself chiefly in the fervor and drive it gives to certain physical, intellectual, and emotional interests. Some of these interests peculiarly pertinent to adolescence are expressed in attention to personal appearance; desire to enrich the personality; ambition to excel in public speaking, dramatics, music, athletics, art, and academic honors;

or in any endeavor which will gratify the ego and incidentally make one attractive to the opposite sex. These concomitant or accompanying interests are really off-shoots of the drive of the sex impulse. The adolescent is thus innocently and quite wholesomely finding closely allied outlets for those urgent feelings of energy which accompany the unfolding of the sex emotion. Some call these interests or traits the secondary characteristics of the sex life.

What Pronounced Secondary Characteristics Are Coincident with the Period of Adolescence?

The traits discussed in the following pages are not peculiar to adolescence alone, but they do take on new forms of expression in this period; they are more intense in their manifestation and have more improved mechanisms for their use and control. These circumstances make them distinctly different from their manifestation in other periods of life. It is believed that these pronounced characteristics, as well as sociological changes which are the heritage of the adolescent, are the results of biological changes which take place at maturation.

The desire for personal freedom and the impulse of self-assertion. The impulse of self-assertion may be no stronger during adolescence than in some of the preceding years; but it certainly manifests itself in new and pronounced ways. The adolescent is positively jealous of his freedom. His self-assertion at times is exasperating to parents and to teachers. He will neither welcome nor brook any direct interference. He would rather do the thing his way and fail than surrender his new freedom of will. No doubt he feels grown up; he looks grown up; and he rebels at any suspicious and distant attempt to treat him as a child.

Probably more conflicts arise because parents and teachers fail to appreciate this new vision and this zeal for personal freedom of the adolescent than from any other one of his apparent peculiar traits. One sees it reflected in the most frequently mentioned questions of the forty-four—namely, "How can I give more free-

dom to my two adolescent children and yet exercise greater control?" Questions 16, 24, 41, 43, and 44 show a conflict between the self-assertion of the adolescent and the disturbed adult. It is difficult for parents and teachers to accept the fact that the race has learned its lessons, for the most part, through trial and error, and that the adolescent must get much of his strength through experiencing trial, error, and success.

If parents and teachers would give their help in the form of suggestions, making it plain to the adolescent that, if one expects to win, life is a game that has to be played with all the scientific techniques and stored-up knowledge of the past, and that he is expected to play and win on his own initiative, coming for help only when he is in doubt as to which of his many plans is probably the best, they would find that they have given more freedom but at the same time have exercised more control.

Parents never seem quite able to appreciate the fact that it is the child's birthright to learn by trial, error, and success, unless the error promises to be too costly. If the results of his own choice will mar the child's life, then he should be by all means directed, even though a scene is occasioned by ignoring his personal freedom or birthright to self-assertion. But complexities arise when opinionated adults regard any deviation from their own standards as deleterious to the child's welfare.

Altruism and religious strivings. The "Children's Crusade" of 1212, in which some 30,000 adolescent and near adolescent boys and girls attempted to reach the Holy Land, is not without its psychological explanation. For, with the maturing of the sex functions and the consequent impetus given to the emotional drives, come demands for many outlets. Religious experiences furnish socially approved outlets for the most impetuous of adolescent emotions. Statistics show that adolescence is the time of most conversions. G. Stanley Hall wrote:

> Christianity marks the . . . pivotal point in . . . adolescence where self-love merges in resignation and renunciation into love of man. Religion has no other function than to make this change complete, and the whole of morality may be well defined as life

in the interest of the race, for love of God and love of man are one and inseparable![1]

The passing from egoism to altruism is hastened in adolescence because the emotional drives are seeking outlets and because these urges are in turn greatly reinforced by the intellectual maturity which helps youth see life in a larger perspective than when it was in the "Big Injun" stage. The appeal of the heroic in the Christ life is irresistible to many young people. They are matured enough intellectually to see their selfish, self-centered selves in challenging contrast to His life of sympathy, service, and sacrifice. Everyone is at some time a zealous reformer, the whole world being his parish.

If this emotional drive and intellectual fervor for criticizing and recreating could be extended to our political, industrial, social, and religious problems, what unprecedented progress could be made in a century! In the degree that each succeeding generation of adults appreciates the enthusiasm of adolescence, helps to lengthen its period, and indirectly shunts youth away from pitfalls due to inexperience, will each succeeding generation move on to higher and richer levels of living. The altruistic yearnings in adolescence are overwhelming in their challenge to parents and teachers.

The need of exposing youth to the highest dreams and aspirations and to the greatest personalities through history, literary masterpieces, music, art, and scientific findings has not gripped the average parent and high school teacher. Too many adults fail to appreciate how wholeheartedly adolescents will throw themselves into a great cause.

Curiosity and striving for a true philosophy of life. Curiosity is present in all the years of the pre-adolescent. But his curiosity is easily satisfied in learning and using facts. Not so with the adolescent. His curiosity is of the self-orientation, experimenting, and proving-it brand. This is to be expected, since in the adolescent period there is the most vigorous awakening and

[1] G. Stanley Hall, *Adolescence* (D. Appleton and Company, New York, 1904), Vol. II, p. 304.

growth of both physical and mental powers. These growths mutually reinforce one another. Hence this instinctive urge to explore, curiosity, so pervasive in all the preceding years, now takes on larger and finer manifestations. The intellectual craving to know and to reason out things is stimulated. The glandular secretions probably release much energy, which makes increased attention and prolonged interest possible.

The all-pervasive urge of this impulsive tendency—curiosity—is at times second to no other drive. If properly nourished, it develops interest in varying fields of research, refines personality, and becomes the stimulus that urges men and women on to seek truth and thus push back the frontiers of superstition and ignorance a little farther in each generation. Since few instinctive urges drive the human being to such heights of intellectual and emotional achievements as curiosity, the obligation of parents and teachers to encourage this exploratory, adventurous impulse is outstanding. The recitation period, if it contains the essence of intellectual adventure, struggle, and surprise, is certain to grip the adolescent youth.

The gregarious (gang) impulse. With the awakening of certain physical, intellectual, and emotional powers, coincident with adolescence, come certain social attachments and changes. Parents feel hurt when the child finds his greatest joy in associating with a "gang" of his own age. But the members of his gang are kindred spirits, with similar outlooks on life. The child must have his own social setting. He is here on equal terms with other members of the clan, while in the home he is still treated as a fledgling.

When this gregarious impulse is at its height, the language, style of dress, and customs of his social set are accepted as preferable to those of his parents or teachers. He resents criticism of the standards of his crowd; and the unsympathetic attitude of adults only makes him more loyal to his companions' standards.

The wise adult is both patient and openminded. Unless the customs of the group are positively pernicious, it is undoubtedly

best to let the children work out their own standards. Adults must learn to suggest rather than dictate, or they will drive the children farther afield, possibly into costly and unhappy experiences. Teachers who believe in student participation in government capitalize this gang spirit by encouraging the pupils to make their own standards. With a little wise and sympathetic direction the standards of the group often become much more exacting and ideal than those that teachers and parents would have proposed.

If the home is a democracy, where from infancy the merits of all conduct, both within and without, have been freely discussed, little fear need be felt that the gang, fraternity, or sorority will ruin the child. A few children from such good homes in each crowd will leaven the whole. The task of improving group life is not difficult. A few trained leaders will guide the others.

The migratory urge. The wanderlust often leads the adolescent astray because his life is drab and his outlets and interests are few, compared to his energies, his craving for expression, and his emotional urges. When children want to quit school, want to travel, want to go to foreign lands or run away, the adult guardian should recognize these manifestations as indications that certain pronounced impulses are being denied an adequate outlet. To ignore such indications continually will inevitably lead to serious results. Wholesome outlets for this adventurous urge are easily provided. Books of travel and adventure, good movies, excursions in connection with school work, new interests, such as stars, rocks, aviation, chemistry, or biography, camping or "roughing it" expeditions are just a few outlets that might be utilized advantageously.

Craving for economic independence. Confidential talks with both high school and college students show conclusively that much of their unrest, many of their introvertive moods, and even pronounced fears owe their origin to such unanswered questions as these: What am I going to do in life? For what am I best fitted? What are my chances to succeed in this or that vocation? What are the chances for promotion in this and that vocation?

The whole problem of moral education, growth in personality, and character improvement—call it what you will—is inextricably interwoven with economics, making a good living, finding a successful and happy vocation.

Thousands of boys and girls who must go to work graduate from high schools each year doubly handicapped. They have neither the necessary training for specific positions compatible with their strength, their tastes or their temperament, nor have they any confidence in their ability to succeed in a new situation. Often these graduates must accept a mediocre position which pays scarcely a living wage, in no way commensurate with the tastes they have developed.

How absurd that these adolescents are educated to enjoy good music, good drama, masterpieces of literature and art, the artistic in home decorations and dress, and yet no provision is made to enable them to enjoy such things once they leave school! Many boys and girls who discover that their miserly wages will not permit indulging in these cultured tastes are thrown into despair. If these young people drift into evil ways, how much is society to blame?

The home and the school could do much to mitigate this dilemma through a cooperative program. If from infancy the child were challenged by activities within his capabilities that appealed to his impulsive urges, he would, through his many successes, develop an aggressive, self-reliant, self-confident, and resourceful attitude toward all new and trying situations. At the same time, by completing varied activities, he could be learning habits of work and techniques that would have a distinct market value. Thus, while at graduation he would not be specifically prepared for any particular vocation, he would have well-developed attitudes and some techniques which would make for success.

What Part Does Environment Play in Making the Problems of Adolescence Acute and Complex?

What effect upon adolescent behavior may result from denying emotional outlets by way of a wholesome environment?

Some of the forty-four questions which these 700 mothers of adolescents asked were: "Should fraternities and sororities be permitted in high school and how can we combat them?" "What shall we do with our introvert children?" "How can I help my child learn to conquer?" "How can I develop the fight and regular boy spirit in my son?" "What can I do with a boy who is restless?" "How can I develop initiative, ambition, and idealism in my boy?" "How can I develop in him a sense of responsibility?"

Could not these problems have been forestalled, or at least their virulence mitigated, if parents and teachers had provided wholesome, stimulating outlets compatible with the emotional urges? For instance, what excuse is there for high school fraternities and sororities, if high school teachers and parents understand adolescents? The urge for group enterprises is strong. It cannot be curbed. If home and school do not supply legitimate, challenging, gripping outlets, the crowd will seek them in its own way. High schools that provide many interesting extra-curricular activities which make the school the center for fun, as well as for work, have little trouble with secret organizations.

We criticize adolescents because they lack initiative, responsibility, and ambition; but what constructive program does the school or home have to offer? If, during pre-adolescent years, no opportunity to practice such traits has been given, is it fair to expect their development, simply because at this particular time the child suddenly attains the physical characteristics of the adult? Out of sympathetically guided experiences and activities come desirable habits. If these interesting, character building activities are denied, what can one expect?

What May be the Effect of Failure upon Adolescent Behavior?

Several of the most acute problems raised by parents of high school students pertain to failure in school, failure in making social adjustments, periods of pessimism and brooding, pronounced introvertive traits, daydreaming, phantasies, lack of

fight, enthusiasm, and spirit. When failure does not affect the child in some depressing manner, we find him registering his feelings in perverse acts, in outbursts of anger, and in sponsoring social and community deviltries.

The need of an environment that will stimulate one to succeed is succinctly stated by Burnham as follows:

> The need of success as a wholesome stimulus is universal. Children have an enormous appetite for it. They need larger doses. Adults become depressed without it. It is vital for the normal. The diseased are often cured by it. The modern method in the best hospitals of giving the patient as far as possible interesting work, something worth while to do, has demonstrated its value for health. It is the gravest error for physicians, social workers and teachers not to employ this wholesome stimulus.[2]

What Are Some Causes of Failure in High School?

Failure in high school is often due to the fact that the home does not cooperate by keeping the adolescent physically fit. No teacher can do much for a child who is exhausted in nervous energy because of late parties, irregular hours, improper diet, false standards of living and thinking. Physical health is mandatory, a prerequisite to mental alertness.

Again, because the school does not take care of individual differences, there are often many failures. For that reason there is need of the elastic (contract) assignment. Such assignments give every child his chance to excel, because the several aptitudes and abilities of each child are challenged. If high school students experienced real victories, they would not do so much foolish and fantastic daydreaming.

High school students often fail for another reason, namely, our passion for standardized development. We try to put the students all through the same mold, expecting the same uniform product. There is a crying need for more differentiated courses. We must discard our system of standardized lock-step development and consider the needs of each individual. A derisive but nevertheless pointed analogy illustrating our attempt to develop techniques

[2] Wm. H. Burnham, *Success and Failure as Conditions of Mental Health* (National Committee for Mental Hygiene, New York City, 1926), p. 11.

and abilities which are almost foreign to the child's nature is found in Dolbear's sarcastic comments. This scientist writes as follows:

In antediluvian times, while the animal kingdom was being differentiated into swimmers, climbers, runners, and fliers, there was a school for the development of the animals.

The theory of the school was that the best animal should be able to do one thing as well as another.

If an animal had short legs and good wings, attention should be devoted to running, so as to even up the qualities as far as possible.

So the duck was kept waddling instead of swimming. The pelican was kept wagging his short wings in the attempt to fly. The eagle was made to run, and allowed to fly only for recreation.

All this in the name of education. Nature was not to be trusted, for individuals should be symmetrically developed and similar, for their own welfare as well as for the welfare of the community.

The animals that would not submit to such training, but persisted in developing the best gifts they had, were dishonored and humiliated in many ways. They were stigmatized as being narrow-minded and specialists, and special difficulties were placed in their way when they attempted to ignore the theory of education recognized in the school.

No one was allowed to graduate from the school unless he could climb, swim, run, and fly at certain prescribed rates; so it happened that the time wasted by the duck in the attempt to run had so hindered him for swimming that his swimming muscles had atrophied, and so he was hardly able to swim at all; and in addition he had been scolded, punished, and ill-treated in many ways so as to make his life a burden. He left school humiliated, and the ornithorhynchus could beat him both running and swimming. Indeed, the latter was awarded a prize in two departments.

The eagle could make no headway in climbing to the top of a tree, and although he showed he could get there just the same, the performance was counted a demerit, since it had not been done in the prescribed way.

An abnormal eel with large pectoral fins proved he could run, swim, climb trees, and fly a little. He was made valedictorian.[3]

[3] Amos E. Dolbear, "Antediluvian Education," *Journal of Education*, Vol. 68 (1908), p. 424.

Do not some of our high school courses, because of their prescribed content, standardized methods of presentation, and memoriter test standards produce thousands of failures annually?

How May an Unwholesome Environment Affect Adolescent Behavior?

The adolescent's impulsive tendencies such as self-assertiveness, curiosity, wanderlust, and gregariousness are vigorous. So too are his sex urges. Expose these drives to a stimulating but pernicious environment, and only vicious responses can be expected.

Yet there are thousands of parents either so ignorant or indifferent regarding the dangers of a pernicious, suggestive environment that it is a wonder more immorality has not come to light. Much of the danger in late parties and late automobile rides lies in the fact that after midnight physical resistance is at a low ebb, and with it comes a weakness of mental and moral morale.

Some so-called frontier thinkers believe that out of this license, new freedom, and experimenting, prevalent among a few groups of young people, will come higher and more rational standards regarding the relations of the sexes. They admit, however, that thousands of young people may be ruined by this experimenting before old standards are broken down.

But is all this dangerous experimenting necessary? Have not the experiences of the race throughout the ages given us standards that are not likely to be broken down? Some people condone such experimenting on the theory that young people should determine before marriage whether they have, for a certainty, found their proper mates. Knowing what we do about the strength of habits, especially those that have a deep emotional background, could we expect one who has indulged his emotional impulses in one way for a number of years to forsake, all at once, the old way and be content with something different? Emotional habits, once they are securely formed, are practically beyond eliminating. Their emotional background has tied them up to strong feeling centers whose energizing impetus is so strong that it overpowers all ordinarily acquired habits.

To any group of parents and teachers who will reflect upon the problems incident to such drives as sex, curiosity, self-assertion, migratory and gregarious impulses, a score or more of healthy, wholesome solutions will be found. These urges can be sublimated, turned into closely allied channels. New interests, by way of vocal or instrumental music, orchestra and glee club work, dramatics, painting, landscaping, writing prose or verse, nature study, public speaking, good reading, scholastic achievements, community club work, hiking, scouting, swimming and many kinds of athletic games, together with opportunities to help manage the home or become partners with dad in his work—all these activities, and many more peculiarly indigenous to the community, are just so many wholesome, healthful, and attractive outlets for the characteristic urges. The child must be helped to succeed in his work-life and play-life. He must be helped to build up many wholesome interests before, in some undirected way, he builds up pernicious ones. Adolescent life ought to be most easily managed, because it is responsive, giving all its physical and mental strength to those activities which nourish its propensities.

How May the Physical Condition Affect Adolescent Behavior?

That all kinds and degrees of lack of self-control varying from tantrums to insanity can be traced directly to a run-down physical condition is patent to all thinking parents and teachers. Physical health is a necessary requisite for mental health.

The period of adolescence is, with many, a time of strain and of considerable emotional instability. This condition often originates in the unusually rapid growth of the organism and the new and powerful activity of all its functions. Many adolescents grow so rapidly that little energy is left for anything else. In such cases, nutritious foods, plenty of rest, sound sleep, sunshine, and freedom from worry or excessive mental and physical exertion are positively necessary.

Of all the nervous disorders peculiar to adolescence, the form

known as dementia praecox has aroused the most comment during the last half decade. "Dementia" denotes deterioration of the mind through loss of mental power, and "praecox" means premature. In brief, the disorder is an enfeebling of the previously healthy mind, a declining of mental strength through gradual weakening of the will and deadening of the emotions and mental feelings, ending after a year or so in permanent degeneration of the mind.

What Are Some Symptoms of Dementia Praecox?

Henry R. Stedman says on this subject:

Familiarity with the premonitory symptoms of dementia praecox is most important, as it is more than likely to be very helpful toward checking or minimizing further trouble if medical advice is sought in time. Therefore, I shall not apologize for giving them detail. The early indications of the disease, which appear gradually, as a rule, are practically the same whatever form it may afterward assume. In all of my cases, in which intimate knowledge of the earliest manifestations was attainable, lapses in the power of attention—of mental concentration—have come first. An ambitious student complains: "I cannot any longer wield my mind, which has become my master instead of my being master of it"; "I feel no exuberance as before"; "Everything is a dead weight"; "The feeling clings to me and I cannot fight it off." A bright lad, taking high rank in a preparatory school, grows despondent at finding himself becoming "dull," "stupid," and "weak," and begs to be helped, as his utmost endeavors to go on have failed. The girl in this situation feels for the first time that she "must *struggle* to be like other girls." The patient also becomes more easily fatigued physically than before and loses directive energy and initiative. With increasing mental failure the fruitless efforts are soon abandoned, the mind becomes more inactive, forgetfulness, depression and indolence replacing alertness, ambition and energy. He "wants to be let alone," becomes listless, apathetic, and careless, gradually slipping into a dulled condition of mind. Many become overconscientious, depressed and self-reproachful. Avoidance of others follows and paves the way for suspicion of those about them, the starting-point it may be, of future hallucinations, delusions, and overt acts. Suicidal thoughts may now appear. Adolescent patients of another type, when no longer able to meet even the minor demands of life, and

physically fatigued, become easily upset and very irritable, as well as unexpectedly fault-finding and very angry over trifling matters. Marked indecision and constant demand for reassuring regarding the plainest matters of duty are common.[4]

What Are Some Precipitating Causes of Dementia Praecox

The precipitating causes of dementia praecox, as well as of other less fearful nerve disorders, are usually in the nature of exhausting influences, that is, mental and physical strain. For instance, the following conditions bring on this physical and mental strain: Exposing rapidly growing youth to hard, continuous, exhausting labor, such as the poorer children are often forced to undergo; exposing rapidly growing youth to a social life of irregularity of sleep, rest, and diet; exposing an introvert child to failure, whether in books, play, or social accomplishments; exposing a sensitive and delicate youth to a struggle against odds which exhaust his physical strength and, at the same time, humiliate his ego because of the realization that only partial victory is possible; exposing a precocious child to abnormal, exciting, and overstimulating situations in which over-study, in order to win in some contest and come up to his parents' or school's fallacious standards of success, both worries him and causes irregularity in sleep, rest, and diet.

Can Dementia Praecox be Prevented?

Stedman, as early as 1915, spoke of there being approximately forty different mental diseases. Like physical diseases, some are more curable than others, while some are inevitably hopeless. He places dementia praecox between the two extremes, that is, in the less curable class, but adds that *this does not mean that it is not preventable.* Experts now believe that many cases of this disease may and can be prevented.

Sir Thomas Clouston, the famous Scotch psychiatrist, believes that the nervous disorders of youth, even dementia praecox, could for the most part be prevented if more attention were paid to

[4] Henry R. Stedman, *Mental Pitfalls of Adolescence* (The National Committee for Mental Hygiene, New York City, 1928), p. 4.

building up the bone, fat, and muscle of the growing child. He suggests that plenty of fresh air, sunshine, sleep, and nourishing food together with freedom from worry and excitement are the fundamental requisites for a strong body and mind. He discourages stimulating the imagination and higher mental processes of neurotic children. Plumpness, self-control, and orderliness are the three important qualities to develop in them.[5]

Conclusion

1. This chapter is a plea for greater intelligence on the part of parents and teachers regarding adolescent life. We know so much about physical hygiene, so little about mental hygiene. The number and the nature of youthful nervous breakdowns and cases of mental deterioration are appalling.
2. The authors have quoted from experts in the field of mental hygiene. If these quotations stimulate parents and teachers to study carefully the several carefully chosen reading references at the close of this section, then the chapter itself has not been in vain. It is hoped that some day a group of experimenters in the field of mental hygiene will give to youth, in popular language, principles of living that will insure protection against the ravages of many mental diseases now so prevalent and so virulent.
3. The method employed to collect the forty-four questions at the beginning of this chapter is feasible anywhere. The questions themselves are only suggestive, since they were collected in three study groups of parents in three cities only. The nature of the questions will, of course, vary in different communities. But the fundamental causal and remedial factors will be universal.
4. One of the best guarantors of mental health is physical health. During the pre-adolescent years as well as in adolescence, children should have plenty of sleep, fresh air, and wholesome food.

[5] Stedman, *ibid*, p. 15.

5. If in the pre-adolescent years the child is successfully and happily making adjustments to his life situations, he will experience few real disturbances in adolescence. Rather will this period be one of happy, thrilling expansions of his preceding years.
6. It is hoped that the discussion of the traits peculiar to adolescence and the suggestions outlined for the continued wholesome growth of these traits will be used as both a preventive and curative measure by parents and teachers.

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SECTION III

WHAT CONSTRUCTIVE PROGRAM MIGHT THE HOME INITIATE?

CHAPTER X

HOW THE LAWS OF LEARNING AFFECT CHARACTER BUILDING

In the two preceding sections the discussion centered upon these two problems: (1) how to initiate and conduct parent-teacher study groups, and (2) how certain kinds of environment operate as causes in certain types of maladjustment. The preceding chapters have made it evident that a remedial character education program must be both curative and preventive. That is, it must do two things—uproot the bad habits, and build good habits. It is the preventive phase, *the habituating of certain desirable traits*, which receives emphasis in this section.

What Traits Shall Parents and Teachers Try to Develop in Children?

Below is a list of thirty-three virtues which 603 grade teachers in thirteen different cities of Missouri listed as needing most emphasis in childhood:

1. honesty
2. cooperation
3. accuracy
4. initiative
5. courtesy
6. cleanliness
7. punctuality
8. obedience
9. self-control
10. altruism
11. fairness
12. sportsmanship
13. creative thinking
14. thrift
15. patriotism
16. industry
17. perseverance
18. sympathy
19. courage
20. respect
21. service
22. self-confidence
23. ambition
24. patience
25. reliability
26. confidence
27. kindness
28. neatness
29. appreciation
30. forgiveness
31. tolerance
32. cheerfulness
33. generosity

It is interesting to note that, when 312 high school teachers were asked to name what they considered to be the thirty-three most significant virtues, their list included twenty-seven of the thirty-three just named. The high school teachers added chastity, simplicity, reverence, efficiency, loyalty, and joy in work.

How can these thirty-three virtues and others equally desirable become habituated traits of children? The same laws of learning that facilitate the learning of spelling and arithmetic operate in learning these virtues. If parents and teachers are to be scientific rather than sentimental in their character-education program, if these thirty-three traits are to become enduring habits of children instead of so many symbols to be glibly talked about, then a thorough knowledge and daily *use* of the laws governing all economical learning must command our utmost thought and attention.

What, then, are these laws of learning that govern all habit formation and learning processes? They are usually known as (1) the law of readiness or interest; (2) the law of exercise or practice; and (3) the law of effect, or satisfaction and annoyance.

In this and the two following chapters an attempt has been made to emphasize the significance of these three laws of learning as they affect the inculcation of desirable virtues.

How Does the Law of Readiness Operate?

A mere knowledge of the virtues to be learned is of little help. The two most important considerations are: (1) What mental state must the child be in to acquire these traits most effectively, and (2) what life situations can be found which will create in the child this necessary mental condition?

The answer to the first question is that the child must be in a state of readiness or interest for the acquiring of the good habit. The law of readiness is: When a nerve bond is ready to act, to do so gives satisfaction, and not to do so gives annoyance. It is when the child is ready, is interested, and keenly desires to realize a certain ideal that there is an approximation of perfect concentration of all his powers in the attempt.

The second step is the creating of an environment or the setting up of situations such that the child will desire the good and will loathe the bad. The problem, then, of teachers and parents becomes that of devising plans and of setting up situations which will make the child desire to develop right habits.

Is the child capable of feeling and desiring the right habit so urgently that he will replace the bad habit with the good? That is, can he and will he, out of his own experiences, learn to desire to be careful instead of careless; can he and will he, upon his own initiative, feel the need of being cooperative rather than selfish? Unless the child is in a state of *readiness,* sees and chooses to change from being careless to being careful, from being selfish to being cooperative, from being impatient to being patient, from being untidy to being tidy, from being extravagent to being thrifty, there is likely to be small growth in these virtues. The child must feel the need of the change so urgently that he will set about making the shift from the old habit to the new. What conditions or situations can make such miracles come to pass? One of the best ways is to allow children to learn, through life situations, the need of certain kinds of habits.

The following incidents illustrate how children learned through experience to appreciate the value and need of several of the virtues such as cooperation, self-control, altruism, thrift, sympathy, service, self-confidence, patience, reliability, confidence, and neatness.

Situation 1. The children in the first grade had a painting lesson, and each child had been supplied with paints in a box. When a second painting lesson was scheduled one boy had no paint box. The teacher said to him, "Bobbie, where is your paint box?" In this school each child has a twelve-inch locker with a shelf upon which he is supposed to keep such things. Bobbie said, "My paint box was in my locker when I went home yesterday." "Well," was the reply, "go and look for it." Five minutes passed when a small voice said, "What am I to do? I can't find it." "Bobbie, you may do anything you like, but you cannot take a painting lesson without paints," was the reply. Bobbie took a book and went to a little table, but he watched with envious eyes the other children, busy at painting. The next day

again there was a call for painting, and Bobbie had forgotten all about his paint box. "I have not found my paint box, what am I to do?" "I do not know, Bobbie; but you cannot paint without paints." This kept up for three days, and Bobbie missed his lesson each time. Finally, one of the little girls came up and said to the teacher, "If you would just look at Bobbie's locker you would understand that nobody could find anything in it." The teacher's reply was simply, "Have you told Bobbie about it?" Jane said, "No." "Suppose you do." Nothing had been said to the children in these early weeks of school about orderly arrangement of materials in the lockers. Jane went to Bobbie and said, "Bobbie, if you would straighten out your locker, maybe you could find your paints."

He followed this suggestion and removed everything from his locker. Hidden behind some papers, he discovered his paint box. He brought it to the teacher, who said, "Bobbie, you have missed three days' lessons, haven't you?" "Yes." "Why?" "Well, I guess if I kept my locker in order, I might not have missed the lessons." She said, "I think that is true." Then said Bobbie, with a very proud air, "I am not the only one with an untidy locker." "No," was the answer, "but you were the only one who could not find his paint box." Then she went to the piano and struck a chord. After the children were quiet, she pointed to the pile of things from Bobbie's locker and asked them what they thought of it. The children then discussed the value of orderly arrangement of their lockers. They finally decided on a plan of writing an honor roll for orderly lockers. Orderliness, growing out of real needs, is one of the moral lessons that may be taught in every first grade.[1]

This incident is a splendid example of how children, through one of their own *life situations,* saw clearly and felt keenly the results of a bad habit. It illustrates beautifully how even six-year-olds will set about to replace the bad habit with a good one. Here one sees in action the best method of character development, namely, children choosing and practicing the right, after they have seen the folly of the wrong.

Situation 2. The second case is that of an impatient, high-strung five-year-old. One day the little fellow traced the picture of a squirrel on bass wood and was very anxious to cut it out

[1] Progressive Education Association, Bulletin No. 4 (Feb., 1921), pp. 4-5.

with his scroll saw and show it to his friends. He was working vigorously; the job was just about done. The tail alone remained to be cut. The father, passing through the child's work room, observed how impatiently and vigorously the boy was using his saw. He said, "Son, that board will break, and off will go your squirrel's tail, if you are not more careful. Don't you see how thin and weak that wood is?" To this caution, the child impatiently replied, "Oh, no it won't, Dad; and anyway, I'm in a hurry."

The father said no more but left the room. Not two minutes later cries of dire despair and broken-hearted wails were heard from the adjoining room. The child's impatience and violent jerking of the saw had been too big a strain on the thin material. The squirrel's tail had snapped. The work of a whole morning lay in ruins; the hopes and dreams of hours of anticipated joy were frustrated. When the worst of the crying was over, father and son had a quiet talk about the need of being patient, and of proceeding cautiously and carefully when doing anything. Out of this *life situation,* with its attendant bitterness, the boy learned at first hand the value of this virtue, felt its need, and was helped thereafter to try to supplant impatience and recklessness with patience and reason.

Situation 3. The other day a certain father, mother, and their two sons, eight and six years old, went to the county fair. Each boy was given fifty cents as his spending money for the day. The father warned both of them that, when they had spent their money, there would be no more forthcoming. The older boy was especially admonished, for he had always spent his money recklessly (his father had not curbed him but had always had an extra nickel for him).

In less than an hour after reaching the fair grounds, the older lad was back, sheepishly asking for just five cents more. He was so hot and an ice cream cone would help! When asked what he had done with his fifty cents, he pulled out of his pockets whistles that would not whistle, tops that would not spin, and balloons that would not fly. His whole outlay was not worth five cents.

The father firmly refused to give him another penny. With the help of his wife, he kept his word the whole day. It was anything but a holiday for father and son. There were many tears and tense moments but profitable conferences as the child came to see that "we cannot eat the cake and have it too." Before night he felt keenly that his habit of reckless extravagance had made this a most unhappy day for himself and his parents. Out of this

life situation came an aversion on the child's part for unthinking spenders and for grafters in general. In the months that followed, he consistently tried to make "good buys," as he called them, and often challenged his father to get more for his money than he had.

We complain that our children are extravagant and that they have no sense of the value of money. We call them spendthrifts; and we waste hours lecturing them because of their indifference. But do we take advantage of life situations to help them appreciate the value of the cardinal virtues we are so anxious for them to possess?

Probably parents spend entirely too much time talking about the value of good habits as a *future* necessity. Children are living in the immediate present; and they appreciate the value of thrift, carefulness, orderliness, and patience only as they feel the need of them in their everyday life. There is no more effective way to learn than through one's experiences. Out of one's experiences come one's clearest meanings, deepest insights, and lessons not soon to be forgotten. Our experiences teach us much because they are *our* experiences. Thus they cause us to stop, look, and listen, with our attention focused upon our success. The pain or pleasure is thus felt to its fullest, because it is personal. The emotionalized habit here has its origin.

How Does the Law of Exercise or Practice Affect Habit Formation?

Desire alone, regardless of how intense and earnest it may be, will not lead to a change in conduct. At best it only indicates a readiness for change.

Character is the sum total of one's habits and is shown in the way one thinks, feels, and acts in the manifold situations of life. But how are these attitudes and habits which constitute character built into the child's nervous system? It is here that one must turn for partial explanation to the law of exercise or practice: namely, when a nerve connection is *used,* it becomes strengthened; when not used, it becomes weakened. These nerve con-

nections, like the muscles of the arms, grow by use, exercise, or practice. The key word is action. It is the source of mental, physical, and spiritual growth.

The home and school would do well to adopt Kilpatrick's[2] threefold aim in character education. The first and immediate aim to be set up by parents and teachers is good conduct; the second or intermediate aim is good character; and the third or remote aim is good conduct. For good conduct in early childhood will insure good character in early manhood; and good character in early manhood will in turn result in good conduct throughout life. Through practice we make our habits; and our habits in turn make us. Thus habits constitute character.

How Does the Law of Exercise Operate?

But how can parents and teachers feel certain that good conduct in childhood will ripen into good character and that this good character will later beget good conduct in adult living? This process is assured through the application of the law of practice or exercise. What you would have in character, practice in conduct.

For example, take the case of a child who has a desire to be careful instead of careless with his playthings. Before carefulness can become a part of his nervous system, he must practice being careful many times in all his relations with these toys. At first it will mean paying strict attention to all those movements and successive steps necessary in putting away his toys in a systematic manner. But soon he will find that his hands and feet have become willing servants of his nervous system. All necessary movements having become habits—*i. e.*, actions done without thinking, attention, or force of guidance—the room will be tidied and toys arranged in an orderly way, while his mind may be occupied with far-away things. We say that he is now acting from sheer force of habit. We say that he is a careful, tidy child. But in truth *he* is not tidy. *It*—his habits—are careful and tidy.

[2] Wm. H. Kilpatrick, *Foundations of Method*, pp. 311-326.

Through practice, the child has made his own the desirable trait of tidiness with toys.

But it is too much to expect the child to desire and to practice the right for right's sake. He is interested in living, not in moralizing. The child's guardians should, in so far as possible, seize those crucial life situations which will call the child's attention to the need of change, and then set up an environment which will give him a chance to make habitual the much needed virtue.

Some parents and teachers believe that character is inherited. Certain characteristics may be inherited, but even they can be changed by environment. Character is attained by building.

How does the child learn that two and two make four? Only after he has been exposed and has responded several times to the situation will there be built up a nerve connection between the stimulus, 2 and 2, and the response, 4. Learning is a process of building up a series of nerve connections between the object or stimulus and some reaction or response which gives the stimulus its meaning.

Take a little nine-months-old baby girl who is learning to wave "bye-bye." How does she learn it? How is the meaning, that is, the handwaving response, ever attached to the sound of "bye-bye"? Perhaps several times each day for two or three weeks the little baby sees mother and friends wave—make certain movements with the hand. At the same time she hears a certain jumble of pleasing sounds. Possibly the mother takes the baby's hand and moves it up and down to help her imitate the trick. After a few days the baby associates the sound of "bye-bye" with a certain movement of the hand. Now, we say, she has learned to wave "bye-bye." What has really happened is that a series of interrelated nerve connections has been made between the nerve paths leading from the eye to the sight center in the brain, from the ear to the sound center in the brain, then to still another center, the motor, which connects the muscles in arm and hand.

Thus learning to do things is simply making a physiological nerve connection between some stimulus and a certain response.

There is nothing mysterious about morality. The child learns habits of right living and exemplary citizenship in the same manner that he learns to wave bye-bye, to roller skate, or to read —mainly through right practice.

How May Life Situations be Utilized to Develop Character?

The opportunities for character building through right practice inherent in the everyday life situations in the home are strikingly significant.

Ned, a seven-year-old boy, was continually starting the day wrong because he could not get his few morning chores done before school time. Admonitions to hurry were of no avail, reprimands and punishment made no lasting impression.

At last he and his mother talked the matter over in a sincere endeavor to discover the cause of the trouble and to find some means of adjustment which would be satisfactory to both. There was no doubt in the boy's mind about the fairness of his accepting these responsibilities in the home democracy.

In the course of the conversation, Ned said that it took him so long to dress that he didn't have time to tidy his room or to feed his dog. It seemed, then, that dressing was the crucial life situation. His mother explained to him how, by systematic arrangement of his clothes the night before, he could wash, clean his teeth, and dress in twenty minutes. (He had been taking anywhere from thirty to sixty minutes.)

Ned accepted the challenge and decided to make a chart whereon he daily checked himself on the three life situations concerned—namely, dressing in twenty minutes, tidying his room, and feeding his dog. He called the chart his "Record of Achievements." Whenever a chore was done *on time,* he gave himself a red star.

Furthermore, Ned agreed that, since these were very important chores to be done, he should receive some "reminder" if he "forgot." He felt the justice of reasonable punishment. Other members of the family cooperated by racing with him in dressing,

challenging him to find their rooms in disorder, or their chores undone.

The results were most gratifying to the entire family, and Ned was happy in his successes. At the end of six weeks, the doing of these chores was so nearly a matter of routine that Ned suggested that he make a new achievement card and check other "chores."

A picture of Ned's progress for the first two weeks is presented:

RECORD OF ACHIEVEMENTS

First Week								
Chore	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Total
Dress in 20 minutes.....	★	★			★			3
Tidy room.....	★			★	★		★	4
Feed dog.....	★		★		★	★	★	5
Second Week								
Chore								
Dress in 20 minutes.....		★		★		★	★	4
Tidy room.....	★	★			★	★	★	5
Feed dog.....	★	★		★	★		★	5

Many and varied are the life situations in every home which may be used as a means whereby the child acquires through practice such desired virtues as neatness, reliability, sportsmanship, cooperation, self-control, punctuality, and fairness.

How Can Apparent Sudden Breaks with Right Be Explained?

We sometimes see cases when people who have heretofore lived exemplary lives suddenly commit some crime; and everyone remarks, "How strange that he should fall after all these years of right living!" But is the break with right so sudden after all?

A bank president who embezzled half a million dollars from his bank by padding the accounts has since said, again and again, that he did not mean to be a thief. But for months previous to his dishonest deed he allowed himself to think and plan how easily he could withdraw money from the bank funds, buy acres of cheap land in a neighboring state, stock the ranch with a few thousand choice cattle, fatten them for the high market, make a big profit, and return the money to the bank. No one need know anything about it; no one would suffer; and he would be the richer by thousands of dollars. But disease seized his cattle; the bottom fell out of the market; the state auditor detected fraudulent accounts; and in a prison cell the banker reflected.

Was this man thoroughly dishonest? Did he fall suddenly? Certainly not. What a man sows in thought-life he will reap in action. This banker had allowed the nerve paths of crooked and irregular banking methods to be used secretly for months in his thought-life. The bonds were established, the habit became fixed and strong, so that all that was needed to touch it off was a stimulating situation, such as a rise in the stock market. No man or woman ever yielded to a tempting situation all at once. It is physiologically impossible. The overt acts are committed secretly in thought-life a thousand times before they are manifested in action.

Probably the prize fool of the age is that student who fancies that he can for years form bad habits of study, engage in questionable practices and escapades, and then, on entering college, right about face, get down to business, and carry off honors as a scholar and exemplary citizen. What is securely built by practice in the nerve cells is not so easily uprooted.

How Does the Law of Effect Influence Habit Building?

The third step in building desirable habits is to see that the child *practices* doing the right *with satisfaction.* Faults are corrected by substituting the right habit for the wrong one. The child must not only *be ready* to replace wrong habits with the right, and *practice* the right, but he must get *satisfaction* in prac-

ticing the right. Growth in character is assured only when the child chooses and does the right upon his own initiative. The elements of fear and coercion must be absent.

How can we feel assured that the child will choose and practice the right rather than the wrong which he has been doing so long? Our assurance depends upon his getting an even greater thrill, pleasure, and satisfaction out of doing the right than he previously got out of doing the wrong. The newly chosen way must give him satisfaction. He must feel that it is manly, big, and worth while. He must feel that to do otherwise is cowardly, petty, and untrustworthy. In short, *wrong doing must annoy; right doing must satisfy.*

Some factors that will operate to insure satisfaction in right practice are:

1. An application of correct moral concepts and ideals set up before him.
2. Daily freedom to make choices between the wrong and the right.
3. Daily opportunity to judge his own choices.
4. Daily evaluation of the wisdom of his choice by the group in school or the parents in the home, with judicious praise when the best choices are made.

How Does Practicing with Satisfaction Influence Conduct?

It is true that many undesirable habits may be strengthened because the child practices them with satisfaction. In many homes, the little child is stimulated to do what he knows is wrong, because of his satisfaction in seeing mother fly into a rage, to hear dad storm about, or to see the little sister have a tantrum. As long as a child gets pleasure from the results of his deeds, he is going to continue his course of action.

An illustration taken from a junior high school principal's log-book shows how a class that practiced misbehaving because it gave the members satisfaction changed noticeably when their

antics no longer caused annoyance. One day a seventh-grade teacher left her class and, rushing into the principal's office, declared she was through teaching. Before he had time to make any reply, she broke down completely. She was given a few weeks' rest; and during her absence the principal and two other teachers took her work.

Investigation revealed the fact that this particular seventh grade was a very boisterous, noisy, discourteous, and disobedient class that had derived great satisfaction in worrying its teacher and making her almost frantic by its escapades.

When the principal went to the room, he explained that Miss ——— would be absent for a few weeks and that, in the meantime, he would take part of the work. He at once made an assignment. On being called to the office, he informed the group that he might be absent half an hour. He expressed faith and trust in their ability to take care of themselves and asked only that any misbehavior be reported to him upon his return. Said the principal, "I was not halfway to my office when bedlam broke loose in that room. I had a mind to go back and straighten out the whole gang; but upon second thought decided to experiment with them."

When he returned at the end of thirty minutes, he said, "I thought once that I heard a little disturbance in this room. Maybe I was mistaken. If any one forgot and was noisy, will he please hold up his hand?" Not a hand went up. Without further remarks they plunged into the lesson. At the end of the period, another assignment was made; again he placed them on their honor and left the room.

These tactics were continued for several days; and, although the pupils were assured that there would be no punishment or reprimand for self-confessed misbehavior and that the only honorable thing to do was to admit mistakes and try to remedy them, there was little apparent change in conduct. At times, the principal felt that he must return and stop the riot and tell them what cowardly, yellow boys and girls they were; but he stuck to his original purpose of setting up ideals, giving the pupils a chance

to choose and to judge their own conduct, and refusing to let them derive satisfaction from the effects upon him of their misbehavior.

By the middle of the second week there was much less noise in the room when he left; but still there was no response to the daily query, "Did anyone forget to be quiet?" By the end of the second week he sensed a change in the attitude of the group. On returning to the class one day he put the usual question. For a few seconds there was an ominous silence; then one of the largest boys in the group blurted out, "Yes, I acted up"; and, turning to three or four others, he challenged them to tell the truth too. The principal congratulated these boys for the choice they had made. From that time on, the room was a changed place.

In the weeks that followed, the pupils enjoyed practicing the right as much as they had formerly enjoyed practicing the wrong. There was real growth in character. They made and judged their own choices. The ideals of fair play, right living, faith, and trust were daily before them in the personality of the principal. The injustice of their betrayal of confidence and faith made their bad conduct so annoying that satisfaction could be gained only in doing the right.

How Does Satisfaction Help to Strengthen Habit Patterns?

Practice alone does not ensure economical learning. Recall the hours that, as a child, you were forced to spend in word drills, in reading, in arithmetic drills, in studying the rules of grammar and spelling; yet how little you learned in comparison with the time spent! Why? Was there not practice enough and to spare? Think of the hours spent in going through certain physical exercises, such as swinging Indian clubs or dumb bells; and yet weeks of practice developed neither accuracy nor grace. Why? Was there not practice enough?

A mother, who was an immaculate housekeeper and always

made her two boys keep their rooms in apple-pie order, could never understand why, as adults in their own homes, they were so untidy and unsystematic. They had had much practice. What was lacking? Parents vigilantly try to build up habits of cleanliness in their children, seeing that neck and ears are washed, teeth cleaned, and clothes kept in good condition. It discourages them to find that, if the children are not admonished daily, these little chores are neglected. Why has the habit not been established? Certainly there has been daily practice.

All these instances suggest several reasons for failure; but chief among them is that there was little *practicing with satisfaction.* The child was not interested. He did the thing because he was told to, not because he was interested in the results. He got no thrill, "kick," or satisfaction out of the performance, except that he was glad when it was over.

To succeed in the building of character, the child must feel the need of certain habits. Next, he must practice these with satisfaction, or feel annoyance when he does not practice them. If the word drill makes it possible for him to read his favorite story; if success in number work means he can be the storekeeper; if the Indian club drill is to prepare for some public exhibition; if milk, carrots, and spinach are going to help him come up to the standards in weight, height, and strength; if clean hands and nails help his room win the banner; if a tidy room not only brings praise from his parents and the neighbors but also enables him to find his toys quickly; if these and other pertinent satisfying elements attend his successes, and if annoyance attends his failures, the parent and teacher may rest assured that the child will practice the right upon his own initiative.

We like to do the things we can do well. Usually we do well the things we like to do. If one excels in golf but is a poor tennis player, he wants to talk and play golf; but he registers a sphinx-like silence regarding tennis and he is seldom to be found near the courts. If one excels in cooking, sewing, music or art, one will do those things and neglect others. But how does liking to do

a certain thing help us do it better? How does this condition of satisfaction help us acquire more quickly and more effectively the desired habit? There are several reasons, among which the following are outstanding:

1. When satisfaction is felt in connection with the practice of some act, we tend to respond in that way again and again, and every repetition strengthens that particular nerve bond or habit pattern.
2. These repeated uses of this same nerve pattern break down resistance in the path, making it more likely that the response to the stimulus will be repeated.
3. When pleasure attends the use of a nerve path, there is probably an emotional set of interest and readiness of all thoughts and movements closely related to this particular nerve path.
4. Satisfaction insures a desire, an interest, a readiness upon the part of the learner, which is itself a means of concentration.

How Do Life Situations Give Opportunity for Practice with Satisfaction?

In the home and in the school the child is daily face to face with problems which must be met. Whether he comes out of these conflicts with desirable virtues strengthened depends largely upon whether he practiced with satisfaction.

Humanity is prone to criticize and condemn, but to say little about successes. A little girl's behavior at the table may be exemplary for weeks at a time without eliciting a word of praise. But let her accidentally upset a glass of milk upon the clean table cloth, and what a tirade she brings down upon her head!

The value of success, of praise, and of approval in character building have been repeatedly stressed. Let us reiterate. One of the surest ways of stimulating the child to acquire such traits as fairness, courage, tolerance, cheerfulness, sympathy, and thrift is to see that in his life situations he gets much satisfaction in

practicing them. From the baby in the home to the man in business, the law of effect applies. There will always be readiness and a desire to do those things which bring satisfaction.

A boy of eight was cutting a rather large lawn. The day was hot, the task distasteful, and the lad was wasting much time. Finally the father went out and said, "Son, you won't have any time to play ball with the boys this morning at this rate. Why don't you keep at the job?" "I'll never get done," was the discouraged reply. "Just look, I've been around ten times and you'd never know it."

The father appreciated the child's viewpoint. "Well, son," he said, "let's do it in parts and see how soon you can get each part done," and he marked off a small section. The father returned to the house but was soon hailed by the joyous cry, "I've finished it, Dad. Just see how much I've done."

The rest of the lawn was taken in sections and soon cut by a cheerful child. He could see results in the small plots. Success was not too far remote. The boy was "finishing" with satisfaction.

A teacher and a bright fourth-grade group decided that each member should read at least forty books during the semester. This meant that more than two books must be read every week. Several pupils got behind, became discouraged, and wanted to quit. The teacher showed them how easy it would be for them to catch up again, and purposely selected some short, easy books for them to read next. In a few days their morale was again restored; they were winning.

The opportunities for practicing with satisfaction desirable character traits as they arise in the life problems of the children are unlimited in their possibilities. The wise teacher and parent often "frame" situations to insure success. If in his daily adjustments, the child repeatedly finds satisfaction in being honest, obedient, reliable, industrious, thrifty, fair, accurate, and generous, he is slowly but none the less surely making these traits an integral part of his personality.

Conclusion

1. The correction of faults means the replacing of bad habits by good habits.
2. The child must *want* to do the right. He must feel the need of changing from the wrong, if growth in character is to be permanent. But the child must have a feeling urge, or mental set known as readiness, for the good before he acts economically to acquire the good.
3. This attitude can and will be developed, if out of the child's own life experiences he is made to feel a disgust for the wrong habit and is helped to see how he is the loser by practicing it.
4. Merely theoretical talking and reasoning with a child about the value of good habits are of little value. On the other hand, we need not let a child burn himself before we tell him that the stove is hot. The best results will be attained if vigilance, warning, and explanation are closely associated with experience.
5. After a child has met a situation, sympathizing and reasoning with him to show why he succeeded or failed will help in the development of emotionalized repulsions toward the bad habit and of impelling desires for choosing and practicing the right one.
6. Growth in character comes as does growth in handwriting, spelling, or arithmetic. It is chiefly a matter of *practicing* the right so often that the nerve connections which give the desired response become firmly bonded.
7. If we would have children learn to be tidy, careful, patient, honest, courteous, fair, and kind, then we must provide them with many life situations which will afford much practice over definite nerve paths. Thus will the desired connections be made and the habits firmly formed.
8. For effective, economical development of character traits the child must not only desire to build up a certain habit and practice it, but he must practice with satisfaction.

9. Satisfaction in achieving commendable results will guarantee that the child will make right choices.
10. Undesirable conduct may result because of getting satisfaction in practicing it. Children will make changes when the old type of response no longer is satisfactory.
11. By rewarding the new, desired response and attaching annoyers to the undesired response, parents and teachers can stimulate the formation of desirable habits.
12. Parents, teachers, and the social group should aid in the functioning of the law of satisfaction by praising all attempts of the child to make right choices.
13. If these principles of character training are practiced during the first twelve years of a child's life, he will not only have formed thousands of specific good habits but, what is of much greater value, will have acquired certain "mental sets," "attitudes," and concepts for right conduct that will carry over into all life situations.

CHAPTER XI

THE PLACE OF COERCION IN THE RECTIFICATION OF FAULTS

A very popular method of attempting to help children correct their faults is through coercion. "What is it?" "When shall it be used?" "How shall it be used?" are questions that trouble parents.

What Is Coercion?

Let us define coercion by saying that it is a state or condition whereby one party is forced to do something against his will. If one is compelled by another, either directly or indirectly, to do something that he otherwise would not have done, he is being coerced. The kinds of coercion by parents are legion, varying all the way from a mild, firm suggestion to a severe flogging. Threats, frowns, bitter rebukes, scolding, denying one privileges, sending one to bed or out of the room are all different types of coercion.

In a significant sense coercion is an attitude of mind on the part of the one coerced. For example, a fifteen-year-old boy, who has openly disobeyed his widowed mother by going out with a rough gang, leaves the gang and comes home. What compelled or coerced him to change his mind? Some call it conscience. It may have been his sense of fair play, of honorable and unselfish conduct, coupled with his love for his mother, that drove him home. There seem to be as many forms of coercion as there are situations causing us to do something we would rather not do. It may be a mental picture of a mother at prayer, or it may be fear of the gallows.

What Happens When Coercion Is Used?

What happens when we force good conduct? Will the result be good character? Will good conduct be practiced thereafter

without coercion? Will one do the right in the future upon his own initiative?

There are at least three possible outcomes to forcing good conduct upon the child any one of which may result: (1) a slight desirable growth; (2) an undesirable growth; and (3) a pronounced desirable growth in character.

A slight desirable growth. Possibly an illustration will best indicate under what conditions one may expect a slight desirable growth in character as a result of coercion. A father comes home from the office unusually tired, irritable, and discouraged. Unfortunately, the children are unusually noisy. Finally, the father's nerves can endure the confusion no longer. Dropping his newspaper, he turns to his wife and says, "Mother, if you cannot make these children be quiet, I can!" The glares which he bestows upon the youngsters bring quiet. But is there growth in character? Are the children practicing good conduct out of consideration for their father's tired nerves or out of prudence? Forcing good conduct in this manner develops very little growth in character. There is, in truth, some growth, because certain nerve paths will not be in such a state of readiness the next evening, since they were denied practice tonight. But such character growth is one of negation, and in most instances it is almost negligible.

An undesirable growth. Attempting to force good conduct upon a child over four or five years of age often results in a vicious development. A colleague relates the following incident. He and his wife were giving a little dinner party. The wife was preparing dinner while the husband and their five-year-old son were entertaining the guests. The father tried to get the boy to sit down and look at a book, but the child wanted to help with the entertaining. He proceeded to get out all his toys, ring bells, play horns, and ride his tricycle over the toes of the visitors. To the frowns and scowls of his father he gave no heed. Finally, the little fellow said, "Let me play you my new Mother Goose Record." On his way to the victrola the father tried to check him by a vicious twitch of the arm; but the child was not to be

thwarted from his purpose. Breaking loose, he proceeded to get his record.

At this moment the father observed the smile on the faces of his guests. He could stand it no longer; excusing himself, he seized the boy and took him upstairs. There he proceeded to relieve his pent-up anger by shaking and spanking the unruly youngster. Finally, he dashed him into a chair, telling him to stay there until he learned how to behave. But no sooner had he taken his hand off the child than the boy bounced and tore into his father like a young tiger, biting, scratching, hitting, and kicking. The child, as well as the father, had lost his self-control.

Hearing the confusion, the mother rushed up and separated the two. The husband returned to the guests, while the child tried to redeem himself by helping his mother in the kitchen. (It might be said in passing that, if this child had been provided with a playroom wherein he could do the things he wanted to do, he would have been satisfied to greet the guests and then return to his own activities.)

In this incident we have a splendid example of the vicious results which sometimes come from attempting to force good conduct upon a child. In far too many instances drastic, coercive methods bring destructive, vicious results. A few such evenings would cause a child to hate his father and to detest his home.

A pronounced desirable growth. Positive growth in character results only when a child is truly sorry for his bad conduct. If a child shows evidence of being truly repentant after punishment, one may feel assured that coercion has helped.

When Should Coercion be Used?

The three possible outcomes of coercion make the question, "When shall we coerce?" most vital. By what criterion shall we judge whether forcing good conduct upon a child will develop desirable character traits? The answer depends upon the way in which the child reacts to the punishment. If he feels that he is being unjustly treated or that his individuality is not being respected, or if he fears the one punishing him because of his

superior strength, then undesirable results are likely to ensue. But if the child feels that the punishment is just and the direct outcome of his misdemeanor, a constructive growth is a possibility.

When shall we spank children? Generally speaking, if one must resort to corporal punishment, let him use it on the child before he is old enough to discriminate between the justice or injustice of the punishment. In these early years the child thinks of the punishment as the direct result of his misbehavior. The following illustration may show how easily associations are formed in early childhood. A little ten-months-old boy was sitting on the floor. At the moment that a beautiful white rabbit entered the room, a pistol was fired off. His response was one of tense, nervous fear. This same situation occurred daily for one week. At the end of that time the rabbit *alone* was presented. The baby exhibited fear and turned in the direction from which the sound had come. Next day the pistol was fired off but no rabbit was presented. Again he showed fear and turned to look for the rabbit. The rabbit and the sound were indelibly associated in his mind. He felt that they belonged together, that they were one. Such an association could scarcely be formed with a child of five or six years.

And so it is with punishment. If a very young child's hands are smartly slapped when he tries to turn on the gas, he associates the pain with the stove and thinks of the slap as being the direct, just outcome of touching the stove, and thus learns to leave it alone. If we would do most of our spanking before the child is five years of age, there would be need of little thereafter. It is during these years that associations are readily made. If the child's hands are slapped when he touches certain pieces of furniture, valuable pottery, china or ornaments, he soon learns to leave them alone.

However, in later years, he is likely to observe that often there is little reasonable connection between his bad conduct and the punishment. Rather will he detect that punishment resulted when mother had frayed nerves or father lost his temper. Prob-

ably mother received a social cut at the bridge party or father failed to sell some bonds. Conduct which on other occasions was condoned or ignored, tonight brings harsh punishment. A few years earlier, even coercion, under these circumstances, would have been associated with the misbehavior; and there would have been no vicious growth in character. But now the child knows differently; he senses and resents the injustice of the punishment and thus is worse off for it.

How Shall Coercive Methods be Evaluated?

Coercion, therefore, is seen to have possibilities for either the creation or the destruction of character. It is a drastic method, sometimes justifiable. Coercion should be used as a last resort in arresting a child from wrong practices; but it should be followed by more constructive schemes of rectification, when the child is in a receptive mood.

On pages 126-128 is a list of questions from parents. Some of their problems are: "Shall I make my girl take music lessons?" "Shall I make my son keep his room tidy?" In answering either question one should ask, "Has the child the innate ability to perform the task assigned? Has he been approached frequently in a sympathetic and reasonable manner about this work?" If the answer to both questions is "yes," then coercion is entirely justifiable, because in both instances the children will soon feel success and see results for their efforts. They will eventually begin to practice the music or tidiness with satisfaction. In such instances coercion is the agent only until the situation itself develops a more pleasing but none the less powerful stimulus.

What, then, shall be our attitude toward coercion? Considering the practices in the home and the school as a whole, it would seem that coercion probably fails more often than it succeeds in building permanent desirable character traits. In short, coercion is, as a rule, a poor way of getting things done. In most instances, especially if the children are over four or five years of age, we ought to confess failure when we have to resort to coercion. With children who are old enough to reason, it should be used only to

arrest them in some vicious practice or to help them over the first unattractive features of a new undertaking.

This view of coercion just set forth is usually unpopular with parents. Too many of them have a tyrannical attitude and want meek, unquestioning obedience. It pleases their vanity to feel that children are afraid to disobey. They do not realize that, in such instances, obedience is of little value. They do not feel that their children, as members of a democratic institution, have a right to voice their opinions and to act upon their own choices. Again, the ease with which a sound spanking can be administered and immediate, apparently desirable results obtained makes coercive methods attractive. A spanking can be given in a few seconds; "talking it over" may take much longer. But which should be the chief consideration—the immediate or the ultimate outcome?

Conclusion

1. Coercion is a popular method used by many parents and teachers in attempting to rectify children's faults.
2. Any device which forces a child to stop what he is doing or to do something he does not want to do is coercive.
3. The outcomes of coercive methods may be a slight desirable change, an undesirable change, or a pronounced desirable change.
4. The attitude with which the child receives the punishment determines whether the outcomes will be desirable or harmful.
5. If the child feels that the punishment is unjust or is the result of parental displeasure rather than the natural outcome of his misdemeanor, undesirable results are likely to follow.
6. Coercion is effective when the child feels that his punishment is the direct result of his deed.
7. If coercive methods of disciplining are to be used, they should be used on the very young child, who easily associates the punishment with the misdeed.

8. Coercive methods are justifiable with older children to get them to stop and realize the seriousness of their misbehavior, if reasoning or other constructive methods have failed to get results, or to tide them over the first uninteresting stages of a new undertaking.
9. Undoubtedly, coercion is used much too frequently. The parent or teacher who has to resort to it often should feel that he is failing in helping the child make wholesome social adjustments. Possibly its popularity is due largely to the fact that it is easily administered, does not take much time, and is, at the same time, an outlet for the overwrought nerves of the teacher or parent.

CHAPTER XII

THE HOME AS THE CRADLE OF DEMOCRACY

What Is the Fundamental Meaning of Democracy?

"When shall we have a democracy in America?" asked a thoughtful teacher of her high school civics class, and without exception the whole class voted that we have it already; for democracy is a form of government and a manner of election where the majority rule. But in the succeeding lessons they learned that

> Democracy is not simply a political system; it is a moral movement and it springs from adventurous faith in human possibilities. With all its futilities, blunders, and tragic ineptitudes, we must everlastingly believe in it, for unsuspected possibilities in common folk do appear when the doors of opportunity are opened wide.[1]

But when and where will our children learn that democracy is a spirit of human love for fair play, instead of a form of government; know it as an attitude of mind for service, instead of a machinery for spoils; think of it as an inner urge to live and let live, rather than as political promises and platitudes of a party? For all laws and legislators, government and governors, are at best only means of expressing the spirit of democracy.

What Stands in the Way of Democracy?

If we are ever to have a democracy in spirit, as well as in form of government, we must have a sincere belief in it, not only as to its desirability, but as to its possibility. Belief in democracy necessitates belief in the possibilities of man to visualize and live a democracy. Jesus, more than any other, had this vision. He saw men and women in terms of their possibilities. He had faith

[1] Harry Emerson Fosdick, *Adventurous Religion* (Harper and Bros., 1926), p. 36.

in man's creativity and power of self-realization, regardless of station. There are some who profess to believe that peace on earth, good will, fair play, and square dealing can never be realized in the life of man, because of such inborn tendencies as fighting, rivalry, greed, self-assertion, and cruelty. But they forget that the direction which any impulse takes is largely dependent upon the environment to which it is exposed.

For example, if a child is exposed from infancy to a life of greed, sordid business practices, lying, "doing the other fellow," unprincipled rivalry, tactics of the life of the jungle in crushing out the other fellow, most assuredly those inborn tendencies to fight, to collect, to rival, and to assert will be developed to the utmost in ways unwholesome to the rest of society. If, on the other hand, children are encouraged from infancy to try to outdo all others in achieving something big, honorable, and worth while for the home and the community, these same inner urges that have caused competitive struggles and wars will find their outlet in the heroic deeds of peace.

What does stand in the way of democracy? It is stupid customs, outgrown traditions, blind ignorance, the belief that man is lazy and that his supreme economic law is to get all he can for as little as he can, whether it be in money or in service. It is our belief in the perversity, unregeneracy, and depravity of human nature that stands in the way of democracy. True, many persons have apparently much more altruism and honor than others; but it is undoubtedly life experiences that have caused the difference. Whether a man be a crook or a man whom money cannot buy, society is probably directly responsible. Only a very small percentage of mankind is so handicapped mentally that it cannot be trained for worthy citizenship. It is not child nature but child nurture—environment—that makes a man a desirable or an undesirable citizen. We have strife, greed, dishonesty, cruel and vicious practices in every organization and institution because the impulses and learning tendencies of the child have been exposed to jungle conditions, practices, tactics,

and philosophy for so long that he accepts them as infallible truths of life and living.

The curse of the age is biased customs, foolish traditions, and blind acceptance of bad conditions as perfectly natural and unavoidable. The hope of the race is in its children. They are not yet slaves of custom. If an ideal is too big for adults, present it to the children. With them, nothing is impossible. In their eagerness for activity and freedom from tradition lies the hope of democracy. In the degree that we shield them from ignorance and the shackles of outgrown customs, in the degree that we encourage them to try out new projects of living and achieving, in the degree that we stimulate them to express their inner urges and boundless energies in the creation of new habits, attitudes, and ways of living, will the spirit of democracy come to reign on earth.

How Can Democracy be Attained?

Why does a German baby learn to speak German and not English? Is speaking German instinctive or inherited with certain types of human beings? How does the child learn that two fives make ten? In both these instances learning is the result of being exposed to a certain type of environment to which the child reacts. Courtesy, politeness, patience, truthfulness, and thoughtfulness of others—in fact, all virtues are learned in one way only, through living and practicing them until they become habitual forms of behavior.

What Can the Home Do to Inculcate Democracy?

The home itself must be a democracy before it can give training in democracy. If a little child is the replica of his environment, then, as is the home, so will be the child. If it is a home of autocracy, autocrats will spring up; if it is a home of anarchy, anarchists will be developed. How ridiculous it is to think that one can train children *for* a democracy, unless they are trained *in* a democracy. The average American home is far too often an example of either an autocracy or an anarchy. When the parents

are nervous, angry, or exasperated, the home is an autocracy of the first order. At such times the child is bossed, cuffed, and herded around as if he had no individuality. He soon learns to be submissive, passive, and inert, until the storm blows over. In a few hours, this same home may be a fine example of an anarchy. Chaos, confusion, disrespect, disregard for the opinions, rights, and property of others is once again the rule. The parents become too busy to straighten out the situation. Many commands are given, few are obeyed. Threats are made but never executed. Scoldings, nagging, and bitter retorts drive the parent and child farther and farther apart. Finally, the cycle is completed; the parents again become infuriated; there is another explosion; and someone is unjustly and violently punished.

But what are some of the marks of democracy in a home? The following conditions are only a few which are evidenced:

1. Love and understanding prevails among all the members of the household.
2. Each one's individuality and personality is respected, from the youngest to the oldest.
3. Each one has many rights and privileges that appeal especially to him.
4. Each one sees that in the enjoying of these rights and privileges he does not infringe upon the rights and privileges of others, who also are living their lives in their way.
5. Each member of the home has many tasks, responsibilities, and duties that must be done at the time they ought to be done.
6. The tasks and responsibilities of each member, from the oldest to the youngest, are definitely specified, preferably in written form.
7. All cases of dispute, neglect of duties and responsibilities, or infringements upon the rights of others are handled by the group as a council. In case the situation calls for immediate decision, one of the older members of the group renders the verdict, which is subject to reversal of judgment when the family as a court reviews the situation.

8. Anyone who sees another failing to live up to his standard sympathetically brings the matter to his attention. If the suggestion is repeatedly ignored and there is no change in conduct, the problem is brought before the whole group for consideration.
9. A code of regulations, which all are to observe, is drawn up and subscribed to. For example, the group may agree that "all clothes are to be hung in the proper places, all books, tools, toys, and playthings are to be put away carefully when not in use. All are to come to meals promptly and on time. Each bedroom is to be open for inspection at any time after breakfast," etc.
10. Each member of the home group has a right to protest against the conduct or decision of another, even the child to protest against a parent's decision or failure to observe the code to which all have subscribed. If parent and child cannot come to an agreement, the child is to obey the parent and then later bring the matter before the group, if he thinks the decision was unjust. Children raised in such an atmosphere, breathing at every breath both by precept and example fair play, square dealing, thoughtfulness and consideration of others, cooperation, justice, sympathy, courtesy, acceptance of responsibility, and loyalty, become in truth the living embodiment of those virtues.
11. All things pertaining to the home, its furnishing, landscaping, decorating, and improving, become a family project. The ideas, tastes, and choices of even the youngest member are considered and evaluated in the presence of the group.
12. Matters of personal and individual taste are to be left, for the most part, in the hands of the individual most concerned, after the group has given advice. For instance, the child's tastes and choices in dress and furnishing and decorating his room should be seriously considered, and the final choice left to him, after due consultation. What if he does make a mistake? Will he himself not make better decisions as a result? How else can he learn to make

accurate judgments and reliable selections, except through practice?

Are Democracies in the Home Practicable?

Probably the best way to allay the doubts of parents as to the advisability of giving the children so much freedom in the home is to present evidence which proves beyond a doubt that the children do accept their responsibilities seriously and enthusiastically, and that there is actual growth in democratic spirit for all those affected. The following paper was prepared by Mrs. Ernest Mitchell of Monett, Missouri, a student in an extension course in character education, given under the auspices of Missouri State University. At the request of the instructor she presented this report of the workings of democracy in her own home as it had been practiced for years.

CAN WE HAVE DEMOCRACIES IN OUR HOMES?

One of the crying needs of the day is for men and women who will accept responsibility willingly, someone who can "carry a message to Garcia."

As parents, what part are we taking in educating our children in this acceptance of the responsibilities of life? How and when and where shall this education begin? Some may be pessimistic concerning the outcome and others think the problem will solve itself later as we have left many things to do. But after watching closely the development of two very healthy, normal children, a son twelve and a daughter eleven, and working on this problem in my only laboratory, my own home, I am most optimistic. I am able to report only the revelations that have been made to me, but the manner in which children can and do assume responsibility has often been a revelation.

The real problem has never been how the children would react and respond (I have great faith in them); the big problem, the difficult thing has been for me to set a pattern worthy of copy. Where do our children derive their conceptions? To realize the enormous power of imitation in the development of character makes me, as a mother, wonder about the way I accept my responsibilities. What is my attitude—am I, as a mother, making of my home a distinct educational factor? My first and greatest

responsibility is to my own home and family. Unless I accept this, how can I really teach, really "lead out" a child.

As parents we must very early show children that the success of the home depends upon the contributions each member makes. We all share the joy and we all suffer when one fails to do his part.

Today I have been furnished a good example of what a girl of eleven can do and the spirit of gladness in which it may be done. This morning I arose from the breakfast table and informed Maryruth that it would be necessary for me to be away from home the entire morning. I also stated that it worried me to leave all the work for her to do. There was sweeping to be done, dusting, making beds, washing dishes, and preparing lunch. She, being impulsive, readily and in a firm tone replied, "Now mother, if I know you're worrying I can't work well. You get it off your mind and I'll manage the house." Well, I ceased to let it worry me but I began to do some real thinking. A feeling of thanksgiving and appreciation seized me. We parents take things in such a matter of fact way! Here I had an eleven-year-old daughter to whom I could turn over a big piece of work and forget it! Any housewife or mother knows what a morning's work amounts to. Daughter had done those things before but it struck me forcibly anew how a child of eleven could couple up her self-reliance, executive power, common sense and loyalty and carry a task through to completion. At noon when I returned, what did I find? The house was in perfect order, lunch was ready to be served, and daughter was very calmly looking at a new magazine. Lunch consisted of lamb chops nicely browned, creamed peas, and a good salad. We all enjoyed the meal and *told her so*. She was interested in it—the planning is all left to her. Let me ask, "would it have been a practical example of democracy in the home for me to have left instructions to cook ham for lunch?" She evidently preferred lamb—what about her tastes and preferences? Isn't the home the first place for the children to get the true meaning of true democracy?

The children have their own room; they suggested the time for redecorating and the way it was to be done. They wanted new pictures for their walls and after much discussion and elimination but with no outside suggestions (isn't it hard to stay in the background, adults?) they purchased Baby Stuart, Spring Song, Boy and the Rabbit, and End of the Trail. This is *their* room, their books, their curios, etc., and the appearance of it is their responsibility. How can we give them real lessons in responsi-

bility without giving them the necessary implements with which they can carry on! They must learn by doing.

One day in the early spring I was ill and unable to get up. It would have been an easy matter to arrange for someone to stay with me but after thinking it over I decided to keep Maryruth out of school that day. Probably I deserved the criticism I received, but I wanted to see how she would meet emergencies of that sort. Really, I thought it might be as helpful to her in later years as to be able to enumerate breathlessly the capitals of the New England states. A sick person in the home seems to upset so many people—they just do not know what to do. Their usefulness is nil. I received the very best of attention that day. I could hear her phoning for supplies for the house, attending to the laundry and various matters of household interest. Her father, being an M. D., was rather surprised at her management in the sick room and it pleased her to do it. Children are so willing to do—but they dislike too many instructions from adults forced upon them. And their judgment is pretty sound—they are not hampered or influenced by all the customs we grown-ups are bound to.

It would be misrepresenting things and I should not like to leave the impression that our daughter is unusual in any way. Her domestic tastes are no more pronounced than those of any other girl I have observed. She has been *allowed a free rein* in doing things and I have found many times her methods superior to mine. She swims every day in summer, plays baseball and tennis. Yet she finds time to do her own mending and just now is having a great deal of fun experimenting with the sewing machine. I'm not at all afraid of her damaging that sewing machine. She has been consulted in the selection of her own clothes since she was a very tiny girl, in fact, so tiny that she expressed herself as wanting her dresses and socks to "favor." Very few times have her proposed selections been such that it was necessary to hold a council or debate. (Mothers will understand.)

Just before Maryruth's *tenth* birthday, a certain professor was to be a dinner guest in our home. Maryruth was to plan and prepare the entire dinner with no outside help. She had some difficulty in deciding upon a design for the place cards but as it was tulip-time, she decided upon a tulip design and made the cards herself. (She frequently lifts a meal out of the ordinary by making some attractive place cards.) She saw to it that the *best* table linen was in readiness and the menu took a great deal of thought. She said baked chicken would be quite nice but at

that time chickens were so expensive (she buys carefully and knows what a budget is) she decided upon pork roast with browned potatoes. She had several vegetables, a salad, and dessert. The only help I gave her was to have her excused from school at the afternoon recess so she could get her roast on in time. The meal was served under difficulties, part of the family being away at the dinner hour. Did she make any mistakes? Yes—she afterward told me she could improve upon it next time. Was I embarrassed? Emphatically, No! We parents are too easily embarrassed and I felt that our guest was too interested in the big things of life to dwell upon any little mistake in table service. Her intentions were of the best—she wanted to have an enjoyable meal—what would an unkind criticism have done to her? We discussed it later and I found that she was probably the first to notice the little mistakes such as leaving the silver casserole stand in the kitchen while the baking dish unadorned graced the dining table. (She had shined that silver previously, thinking of how pretty it would appear upon the table.)

One real cold morning last November I was awakened by a noise in the kitchen and upon investigation found my twelve-year-old son making a fire in the kitchen range. He evidently noticed my look of surprise for he came nearer and said, "Mother, I have been thinking that never again as long as I am at home will you or Dad get up to make fires in the morning—*this is my work*." Knowing full well how growing boys like to sleep and how hesitant they usually are about getting up on cold, wintry mornings, I wondered if he really would do as he said. In fact, I was doubtful. But not once did he fail to do it! Dad and I were called to breakfast every morning. Maryruth thought it her duty to prepare breakfast and did for a few mornings but Rupert wanted her to sleep on and he went so quietly about his work that the whole household slept on until called. He felt so responsible that he would forego spending the night with his grandmother even when we urged him to go.

Do you wonder at my optimism? Our home is *not* different from other homes. We have the joys, the sorrows so common to all. But we are making an effort to *share* and *bear* together those joys and sorrows. We all have a part in them, and I am confident that children are willing and eager to bear their part of the load. They can *very early* catch the vision and will work toward the goal of that ideal home where doing for others is a real labor of love. As we keep before us our indebtedness to the homes of the past we try to keep before us our responsibility to the homes

of the future. And viewing it in this light I have found the children accepting responsibility, *honestly*, *seriously*, and planning their part in making the home a success just as carefully as an adult. It is for us parents to show them the way.

Comment upon the democracy in that home is unnecessary. Suffice it to say both children and parents are secretly challenging each other to be first in service. The children are encouraged to show their abilities as leaders. They are *praised* in generous measure for their achievements.

Conclusion

1. Democracy is more than a form of government. Its deeper significance is evidenced in a spirit of tolerance, fair play, faith in humanity, unselfishness, and love of service.
2. Democracy can be achieved only when all have unbounding faith in humanity to attain the highest and best. Prejudice, custom, tradition, and ignorance are the most bitter foes of a democratic society.
3. Democracy cannot be achieved by imposing a certain form of government upon society. True democracy will result only when the daily environment of each individual gives him an opportunity to practice the traits characteristic of a democracy.
4. The home is the ideal place for children to get a fundamental concept of a true democracy. If tyranny or anarchy reigns in the home, tyrants and anarchists will be produced. But if, in all matters pertaining to the management and happy functioning of the home, each member is considered, if each has a right to express his opinions and knows that they will be respected, if each is given an opportunity to develop his own personality but, at the same time, is led to realize that he must not infringe upon the rights of others, if each has certain duties and responsibilities depending upon him which, if not properly executed, will make for inefficiency, and if each is an important factor in the administration of home matters, then the child in that

home is truly being prepared for a democracy by living in a democracy.

5. There are many homes in which democratic living is being successfully practiced. The example cited in this chapter is indicative of what may be done when parents and children wholeheartedly, openmindedly, and sympathetically cooperate.

CHAPTER XIII

THE NEED OF RESPONSIBILITY IN THE HOME

The pioneer home was a great educational institution, because it furnished daily many responsibilities and problems. Children and parents actively shared alike in the solution of these problems. Activity and industry were necessary in order to eke out an existence.

How Does the Modern Home Compare with the Pioneer Home as an Educational Institution?

Compare the life of the pioneer girl with the life of the modern girl, regarding home responsibilities. When the pioneer girl returned from school, there were candles to dip, bread to bake, butter to make, and clothes to be manufactured out of such raw materials as wool, flax, and hides. The making of dyes and soap, gardening, raising poultry, gathering and drying fruit, the making of preserves and jams were real life situations many of which had to be met daily. But each stimulated the imagination, the inventive genius, the originality, the initiative, the observing and thinking capacities of the pioneer girl in a most wholesome, active way. What comparable opportunities does the modern home afford its daughter?

Nor was the life of the pioneer boy any less strenuous than that of the pioneer girl. He and his father not only had to provide the food, but they made in their own workshop nearly all the farm implements used, including wagons, plows, threshing implements, and harness. They were architects, carpenters, blacksmiths, and manufacturers. Thus did the life in the pioneer home stimulate intellectual activity.

For when does the individual put forth real mental effort? When is there a strenuous, concentrated focalization of the intellectual abilities? Only when one is face to face with complex

situations that he must and can solve, will he put forth unstinted, intellectual effort. Through activity the mental powers are developed. If any modern youth doubts the efficiency of the mind and hand of the pioneer youth, let him try to make fire by friction; to make soap out of meat scraps and ashes; to make a pair of shoes out of raw hide; or even to make a pair of horseshoes out of scrap iron.

But if these life situations in the days of the Covered Wagon were provocative of intellectual growth, they were no less the occasion for character development. The stern realities of pioneer living could not be escaped. Life on every side presented problems of dire necessity that had to be met, if life were to endure. Modern inventions, modern medicine, and modern charity organizations could not be called upon in an emergency. Turn where he would, the youth in the old days could not escape responsibilities. Largely in the degree that he was able to analyze his problems, call into play the knowledge gained from past experiences, and apply it judiciously to the present circumstances, did he succeed. Otherwise, there was failure, frequently suffering. This strenuous living forced the early development of such traits as self-reliance, originality, patience, perseverance, industry, alertness, accuracy, thoroughness, courage, foresight, thrift, and creative thinking. Is it to be wondered at that girls and boys at sixteen and eighteen years of age became real home-makers of a most reliable type?

Why Must the Modern Home Make Radical Changes?

Numerous inventions have stripped the modern home of those daily problems, responsibilities, and tasks inherent in the life of the pioneer home. The home life of the modern child is devoid of those tasks conducive to the development of the mental, physical, and spiritual life of the child. We complain that children nowadays are lazy, irresponsible, and indifferent to everything but having a good time. But, if these accusations are true, whose fault is it? Has child nature completely changed in the past hundred years? Does the original nature of the children of

today differ from that of the pioneer child? Child nature has not changed; but conditions in the home are different.

Is it fair to the child of today to rob him of the development which comes from having tasks to do and responsibilities to share? The child has a right to learn to work, a right to feel the thrill of success which comes from achievement, a right to feel that he counts, and that the home could not function effectively without him. The one great crime of the average home of today is that it denies the child a chance to grow up as an industrious, thrifty, self-reliant, courageous, thinking being.

Since the modern home has been robbed of many educational opportunities by the radical changes effected by applied science, the home, in turn, must make radical changes; it must reorganize, if it is to be fair to its children. We must take stock of home life as it is and see what problems, responsibilities, enterprises, and tasks it could be made to offer which would provide a wholesome, stimulating environment for the mental, physical, and spiritual development of the child.

What Changes Might the Modern Home Make?

A little planning and effort on the part of parents would result in a reorganization of the home of today which would give the boys and girls some of the opportunities for character development that pioneer children had. These changes might roughly be classified under two headings: (1) changes in the attitude of members of the home group and (2) corresponding changes in conditions.

Changes in attitude. Too many parents fail to appreciate the value of work as a factor in child training. They feel that when they feed, clothe, educate, and provide opportunities for play and recreation, they are doing all that is necessary. But in order to fulfill their obligations they must give their children opportunities to learn to help themselves, to become self-reliant, self-confident, and independent; and this can best be done by teaching the dignity of work and helping them to learn to love to work. Under the caption, "Dangers of Idleness," Judge Ben B.

Lindsey, who gained an international reputation because of his work as judge of the juvenile court in Denver, Colorado, writes as follows:

I firmly believe in work even in childhood. By this I mean the right kind of work. It is not so much a question of work as the amount of work, and the conditions under which that work is performed. This need not lessen our belief in happiness in childhood. I want to say candidly, that there are a great number of children in this country from fourteen years of age upward about whom I feel more alarmed at their failure to do or to know how to do any kind of useful work than of any possibility of their being overworked.

In our zeal for the protection of our boys subjected to extreme or unnatural conditions, we must not lose sight of the dangers and difficulties of idleness. There are thousands of boys in the cities of this country who, if not employed at some useful thing, are generally on the streets or in the alleys, in the downtown public pool rooms and bowling alleys, engaged not always in wholesome play, but too often in idling, cigarette smoking and dirty story telling, with absolutely no thought of work or the serious side of life. They are too constantly occupied with thought of "having a good time" and some rather perverted notions of what a good time is. Too many of our boys especially reach the age of moral and legal responsibility without the slightest conception of work. They are too often more concerned as to how much they earn than how well they do their work. In dealing with a certain class of youth in the juvenile court, I say without hesitation that the most hopeless fellow in the world is the boy who will not work—the boy who has not learned how to work, or the value and importance of work. There is always hope for the boy who works, especially the boy who likes to work.

I believe in the "strenuous life," and I think its importance should be taught our boys and girls at an early age. There are too many young people in this country looking for "the life of ignoble ease." I can say all of this to persons sincerely interested in the protection of the children from degradation or unnatural labor, and yet not be understood as depreciating the importance of wise child labor laws and their rigid enforcement for protection of the children of the Union. But we must be careful, in doing this, never to underestimate the importance of work—the right kind of work, a certain amount of work—in the life of every child, and especially that teaching which inculcates

good impressions in the life of every child as to the necessity and importance of labor. On the other hand, my experience is that most boys will work if given any kind of an encouraging opportunity.

The lack of a chance is often responsible for idleness. At least 90 per cent of our boys and girls are forced out of the grammar school to fight the battles of life. They must have a chance to earn a living under such reasonably favorable conditions as not to destroy all chance of happiness or else they must become idlers and loafers. . . .

I want to see the time come in this country when a boy of fourteen years of age up may be a valuable help to the plumber, the carpenter, or the printer at a decent wage, instead of going to the messenger service and the street. I do not believe that juvenile labor should trespass upon the legitimate occupations of men and women, but we must equip these children for some kind of industrial efficiency and usefulness, or enlarge our reformatories and prisons for their care and maintenance. One of the saddest things in my experience as judge of the juvenile court has been the little fellows who have requested me to send them to the reform school in order that they might learn a trade. The principal of a school once said to me: "Judge, why don't you send that boy to the reform school so that he can learn a trade?" On behalf of the boy, I replied: "In God's name, why don't you people on the Board of Education give him an opportunity to learn a trade at home?"

I ask you, is it fair, just or decent that in most of the cities of this country an American boy has no opportunity to learn a trade, to capacitate himself for joyous, useful work with his hands, unless he commits a crime? And yet, I am compelled to say to you that such is the condition in a very large section of the country.[1]

This statement by Judge Lindsey should not be regarded lightly. His deductions are drawn from his keen observation and deep insight into the lives of thousands of children who were brought into his juvenile court. Daily we see scores of children being neglected by their indulgent or busy parents. The parents are busy and happy, but not the children. Being idle, life to

[1] Judge Ben B. Lindsey, Excerpt from an address, *The Country Child vs. The City Child* (Proceedings of the Third National Conservation Congress, 1911), pp. 39-40.

them is a bore. They are by nature active in mind and body. They crave action. When a worth-while and legitimate outlet is denied, they often get into mischief, take part in some flagrant escapade, or perhaps commit a crime.

Youth cannot be suppressed. Shall this energy, then, be directed into wholesome channels of cooperative work and gainful labor, or must it seek some questionable excitement for its outlet? The destiny of every child is largely in the hands of his parents. The child's future success and happiness or his failure and consequent misery are largely determined by the way in which he spends his early years. If, as parents, we bring life into the world, are we not bound by the law of justice to see that this life gets its chance for self-realization? The child, as a child, may often prefer idleness; but as an adult he has a right to say, "My life's handicap was my childhood."

Changes in conditions. Children are *helped most who are taught to help themselves.* We wish them to have initiative and originality. We want them to be self-reliant and worthy helpers in the game of living. But how can they develop these traits, except through practicing them daily?

Responsibilities, tasks, and problems are plentiful in the modern home, if we but seek them out. These responsibilities differ, of course, from those of pioneer children; but their educative value is none the less direct, gripping, and wholesome. The reader who has a modern home equipped with the latest mechanical and electrical appliances and who also has several servants to take care of the home may smile and wonder where there are any responsibilities for the children. But if such a parent would save his children, let him first dismiss some of the servants and turn over to the children some of the work of the hired workers. Let the children taste the joy of achievement, have the feeling that they really count, have the assurance that they can do things, experience the glow that comes from accepting the responsibilities of a big project, and of relieving their father and mother of worry and anxiety.

What a crime it is to bring up girls who cannot prepare a

meal, decorate a table or a room, make over a dress or a hat, or take over the management of a household on a business-like basis! If girls are to be efficient managers in their own homes, thrifty rather than wasteful in household expenditures, how better can they learn than by beginning as children in the home? Could not the home be managed in such a way that the girls would gradually learn to be responsible for the cleaning and caring for their own rooms, ironing, and cooking?

Could not the boys be held responsible for the appearance of their own rooms, their clothes, the lawn, the garage, and the condition of the cars? Is there any excuse for a child's having so much leisure that he becomes bored to such a degree that he seeks diversion in some perverted form of pleasure? Is it fair to deny any child the joy which comes from achievement? Surely no one would deliberately deny him a right to grow.

Will Children Accept Responsibility?

How will children react when they are given an opportunity to share in the responsibilities of running the home? Will they accept the challenge? Will they welcome the opportunity to be useful, or will they feel that these tasks are burdensome and inflicted upon them? The answer depends upon how they have been trained from infancy. If, from the age of two, the child has been encouraged to set his little table, clear it off, help with the dishes; if he has had his own room or corner to keep tidy, bed to make, clothes to hang up; if books, toys, and tools are put away, then taking almost complete charge of the home will later be welcomed.

If, on the other hand, all these little tasks have been done for him in early childhood, as a youth he will not be ready to accept heavy responsibilities. He will have to learn gradually. Joy and pride in achievement will have to be experienced by him; sympathetic explanations, encouragements, and assistance will have to be given, until he learns to appreciate the "dignity of labor" and to get joy in work well done.

If parents want to collect some startling data, let them list

the number of protests or examples of resentment that the child registers in a single day toward those who rob or attempt to rob him of his birthright—the right to become independent and self-reliant. Upon this subject Dorothy Canfield Fisher writes:

As soon as the average normal child emerges from babyhood, say at fourteen or fifteen months, his instinct for self-help emerges as clearly, with as much emphasis, as his instinct for getting his own way. And curiously enough he is usually forced to fight for the one as strenuously as for the other. If you will spend one day in watching a healthy child of eighteen or twenty months, you will come to the conclusion that he is straining every nerve to learn how to "do for himself" and his mother is straining every nerve to prevent him, except in certain ways, now stereotyped. Nowadays, remembering the famous Montessori buttoning-frames, she usually lets her little son try to button his own little coat; but she does not teach him how to turn the water-faucet and hold a cup to satisfy his interminably recurring baby thirst. With cherishing care she springs to serve him a dozen times a day, when almost any child of a year and a half can learn in five minutes how to do it for himself. . . .

The mother painstakingly repeats over and over the word the child is trying to pronounce, and she is not discouraged by the stumbling inaccuracy of his unpracticed little tongue. The fact that he is interested enough to try it is proof positive that he will soon be able to master it. She never dreams of saying: "No, dearest baby, 'kitty' is too hard a word for baby to say. Let mamma say it for him!" The absurdity of that is patent to her. But she does not with equal patience show him over and over how to carry a light stool about and use it to climb up in the armchair he covets. She says: "Does baby want to get into papa's chair? There, mamma lift him in!" And then mamma must lift him out, of course! This furnishes a delightful passage in mamma's life, with a chance at which all of us besotted mothers are only too eager to snatch, of hugging the sweet small body and kissing the round cheeks. It is quite a bother to show him over and over how to climb up on his stool and thereafter to watch over the first experiments, to safeguard the inevitable first upsets. But if she is looking out for the best interests of the small person under her charge, rather than for a good excuse to give him a hug, she will patiently insist upon the use of the stool, whenever it is possible. . . .

The stool, the cup, the stick, the bureau-drawer, the faucet,

what are they but tools devised by human ingenuity; and the use of tools is one of the most important devices for training the young human animal to self-help. Being human he has a profound interest in tools, and is willing, for instance, to bend every energy to learn to use the lever, although he may not know its name for a dozen years. Is he trying to extricate from his sandpile a buried stone? Don't pull it out with one jerk. Give him a stick, show him how to thrust one end under the stone and put his weight on the other end. You will find him a week later using the principle to force open a door that is difficult to open. Does the baby-girl find her doll-carriage will not go over the threshold? Don't lift it for her. Show her how to bear down on the handle so that the front wheels will be off the ground, and then how to lift and push at the same time. . . .

Any human being, young or old, who has once tasted the pleasure of competent activity, will never lack the instinct to do for himself. *There is no surer beginning for the habit of self-help than the consistent training of the capacity for it.* What people know how to do well, they like to do.[2]

How Can Children be Helped to Assume Responsibility?

If the taking over of the home is too big a project for the children because of their immaturity, inexperience, or the size of the plant, they can at least assign themselves definite tasks for their share and gradually assume greater responsibilities.

A certain husband and wife are both teaching in a large city system. They have four children, two of whom are in the university, and two in the high school. This entire family of six is busy away from home at least six hours each day. Although they could well afford it, they have no hired help; but each member of the family has specific jobs for which he is responsible. So systematically is everything planned, and so thoroughly does the system work, that even unexpected guests never discern any indication of flurry or anxiety. Meals are well prepared and on time; the house is in perfect order. From the father down to the youngest daughter, responsibilities are allotted.

The training in such a home is unlimited in its reach for future happiness, success, poise, and self-control. Some one has said,

[2] Dorothy Canfield Fisher, *Self-Reliance* (Henry Holt and Company, 1916), pp. 18-24.

"Wise is the one who knows the way to self-improvement"; but happy is the one who notes daily evidences of his self-improvement. Surely such a home life is an education for living, through living.

If responsibilities have not been given the child in early life, it may be a little difficult to get him interested in accepting a just share of the management of the home. In such an instance, the first activities in which he is encouraged to do the planning, executing, and judging should be those that appeal strongly to him. It may be in the making of furniture for his own room, or the varnishing or decorating of old furniture. It may be the selection of pictures, or even the framing of them. After experiencing the joy in taking care of his own room or of his own interests, he can be trusted to try his hands at other and more complicated pieces of work.

Some fathers and sons learn to do much of their own plumbing and repair work about the house. Often they come to know one another and to be real chums through some common, interesting activity. Making of radio sets has been a unifying factor in many homes, and has led to other activities, such as fixing clocks, washing machines, vacuum cleaners, and automobiles. Eventually, a simple shop may be established in attic, basement, or garage.

Children should be encouraged to engage in commercial enterprises. The authors have in mind a minister's son who rented a five-acre tract near his home. Here, for four years, he raised and sold Scotch collies, clearing as much as seven hundred dollars a year. Not only has this fourteen-year-old boy become a dog fancier and developed a hobby that gives him much joy, but in the raising and selling of pups he has had many first-hand, worthwhile experiences in planning, managing, and financing an interesting and profitable project. Other children have become profitably interested in raising canaries, pigeons, guinea pigs, rabbits, chickens, gladioluses, strawberries, and garden vegetables for which there is in many places a demand.

If the parents find that the home cannot fully take care of the

problem of supplying the older children with responsible jobs, they could help them secure suitable jobs with reputable business firms amid wholesome surroundings. Thus, during after-school hours and on Saturdays they could be advantageously employed.

Conclusion

1. The application of the principles of modern science has robbed the home of the tasks and responsibilities incident to pioneer life.
2. The life situations of a hundred years ago were replete with opportunities for the development of habits of work. Every member of the home had to accept responsibilities, in order that all might live.
3. Through the solving of problems of dire necessity, the boys and girls early developed such desirable character traits as self-reliance, foresight, dependability, perseverance, and creative thinking.
4. It is not fair to the child in the home today to rob him of the intellectual and character development which results from solving real, life problems.
5. The virtues inherent in suitable work are of infinite worth in the development of wholesome, balanced personalities:
   (a) Play means much more to the child if it comes after he has done some real work. The most unhappy children are those who, during the long school vacations, have nothing to do but play.
   (b) Work keeps the child out of mischief. It serves as an outlet for his impulsive urges to activity.
   (c) Work develops the child physically. It often calls into action muscles that otherwise would not be developed. It does not take the place of play or corrective gymnastics, but is a wholesome, valuable tonic.
   (d) Teaching a child to be industrious, self-reliant, and persevering is helping him to build habits, attitudes, or dispositions along these lines.
   (e) Work gives one self-respect, pride, and confidence.

There is no better tonic for childhood's troubles and disappointments.

(f) The joy that comes from achievement probably surpasses any other pleasure. The child has a right to experience this joy early in life.

(g) The overcoming of difficulties and the working out of hard problems challenge the intellectual life of the child. In the solution of his problems he learns to observe accurately, to recall related past learnings and experiences, to weigh and to judge the facts in a case, and finally, in the light of these learnings, experiences, and facts, to make unprejudiced decisions. The skills and techniques developed in the solution of problems are carried over and applied to related activities. For example, the child who learns to make as few unnecessary movements as possible in washing dishes enjoys seeing how he can apply the same principles in drying them or in tidying his room.

(h) Work is a great preventive of questionable behavior, perverted experiences, and crime. Children and adults who are wholesomely busy are among the most satisfied and healthy-minded.

(i) Through work, the child often discovers his strong aptitudes and abilities. He is thus guided into his life's vocation. Again, work often opens up closely correlated activities which give him further conquests and pleasures.

(j) Learning to love to work is the child's heritage. Through wholesome activity alone will he approximate the development of his intellectual and emotional life to its highest potentiality, and thus realize his greatest aim in living.

6. Many of the old-time small jobs are taken care of by organized industry or by mechanical and electrical appliances in the home; yet challenging responsibilities could be found, if the home would but reorganize. It is true that it is

easier for the parents to do the work themselves than to train children to accept gradually the responsibilities. But what is the duty of the home? What right have parents to follow the line of least resistance, when the future of their children is at stake?

7. Girls in the home could early be given an opportunity to share in the everyday routine of cleaning, cooking, and planning. Their duties will be light at first; but, as they develop, new and more difficult responsibilities may be given them.
8. Boys can early learn to keep their own rooms tidy, help care for the furnace, garden, lawn, and car, as well as to help their father with his business. A certain twelve-year-old boy enjoys helping his father (a lawyer) after school and on Saturdays to file his correspondence and business papers.
9. Children gladly accept responsibility, and often they surprise adults by their efficiency. But they must feel that they are co-partners in the work and have a right to share in the planning and managing as well as in the less attractive phases of the job. Many mothers assign such disagreeable tasks as dish washing to eight- and ten-year-old daughters; but they refuse to let them experiment in cooking or baking. Simply allotting tasks to the children is not enough. They must feel that they are a necessary, integral, contributing factor in a successful home organization, and that their ideas, plans, and tastes will receive as much consideration as those of the older members.

CHAPTER XIV

THE VALUE OF COMRADESHIP WITH CHILDREN

Books have been written upon the companionship that should exist between parents and children. Splendid lectures upon this subject have been given before Mothers' Clubs, Chambers of Commerce, Rotary, Kiwanis, and Lion's clubs. But with what results? Often the parents leave the meeting with an emotional glow for the ideal of greater comradeship, which is forgotten before the day is done, or they think that the lecture was built upon sentiment rather than upon facts. But parents can be genuinely aroused, if specific data representing the desires and wishes of their children are presented. With this belief in mind, the authors, working with the leaders of the Parent-Teachers' Association and the teachers in a small city school system, determined to work out a plan whereby the ideas of the children regarding comradeship with parents might be presented to the fathers and mothers.

Method of collecting data. The data presented in the following pages are the results of an investigation carried on in a city of twelve thousand. The leaders of the several divisions of the Parent-Teachers' Association cooperated with the teachers in the grade schools in this investigation. Accordingly, the children in Grades IV to VIII inclusive were asked to write upon three themes in their English or composition periods. The titles of these themes were: (1) What I Wish My Daddy Would Not Do and Say; (2) What My Daddy and I Do Which I Like Very Much; and (3) What I Wish My Daddy Would Say and Do More Often.

The teachers made the following suggestions:

(a) Please do not sign your name or mention your father's name in any of these themes.
(b) Please be earnest and tell just what you wish or think,

because no doubt your daddies will be interested in knowing how you feel about certain things, especially if you are in earnest.

Themes were written by 542 children, most of whom writing on all three subjects.

The results of Theme I. "What I Wish My Daddy Would Not Do and Say."

152—Smoke and Chew Tobacco
87—Curse
53—Whip
30—Talk of Moving
25—Scold so Much
20—Fuss and Be Grouchy
19—Tease
18—Use Poor English
17—Make Me Go to Bed and Get Up Early
7—Lose His Temper
6—Be so Cross with Mother
6—Work so Much
5—Make Me Wash Dishes
5—Go with Other Women

Each of the following was mentioned three times: work in the powder mill, work on Sunday, worry so much, make me work.

Each of the following was mentioned twice: travel, talk so much, work away from home, show partiality, talk lodge, drink, be so crazy about radio, sit around and read so much.

Each of the following was mentioned once: be so impatient, go hunting so much alone, be unhappy, think I am a baby, keep bad company, play cards, be so cruel, call me pet names, spend money foolishly, play golf, live in town, be so impolite, stay away from home, correct me so often, attend so many clubs, take me on snake hunts, go away to work all summer, sleep around home so much, refuse to let me have a pet, I hardly know my daddy, would not ignore me on the street, be late for dinner on school days, say he was going to kill himself, go to the doctor with every pain.

What Inferences May be Drawn from the Data of This Investigation?

The total number of suggestions made by the children was 502. One hundred fifty-two wished that their daddies would not use tobacco. When the data were presented at a big mass meeting, several of the fathers tried to discount the sincerity of the children in condemning the use of tobacco. They declared that the children were only putting down on paper the reflections of the classroom teacher regarding the injury of tobacco to the body. At this juncture several of the children's themes were read verbatim. The following are examples:

"There is one thing I wish my Dad did not do; that is, I wish he would not smoke so much. After every meal almost my Dad will take out his pipe and get the smoking stand beside him. He will then smoke and read for an hour at a time. None of us children can get a word out of him."

"My Dad is the best Dad in town. I do wish he would not smoke and chew tobacco but that does not keep me from loving him. Nearly every night after supper Dad lights his pipe and gets his paper. That means no more games and fun for me. I hate his pipe because it keeps him from playing with us children."

After the reading of several of these children's themes, the fathers were convinced that the children opposed their smoking because it interfered with companionship between parent and child. As the list of children's wishes was presented, the one striking inference that the fathers were compelled to make was that their own children were literally starving for the companionship of their fathers. Ninety per cent of the suggestions manifested a desire for companionship.

The results of Theme II. "What My Daddy and I Do That I Like Very Much."

182—Go Hunting, Fishing, and Camping
86—Play Ball and Other Games
45—Go Swimming
44—Go to the Picture Show
40—We Work Together

29—Go Riding in the Car
25—Go to Church and Sunday School
17—He Takes an Interest and Helps with My Lessons
17—Go to the Country
14—He Takes Me with Him Wherever He Goes
11—He Takes Me on Hikes
10—He Tells Me About His Boyhood Days
10—He Reads to Me
8—He Takes Me Where He Works
6—He Lets Me Drive the Car
5—We Take Trips Together
5—He Tells Us Stories
5—He Comforts Us
5—He Boxes with Me
5—He Goes Skating and Sliding with Us

Each of the following items was mentioned four times: we listen to the radio; we draw pictures.

Each of the following items was mentioned three times: we play music; read the Bible; work for Mother; dance together; go on picnics; he is so nice to Mother.

Each of the following items was mentioned twice: we are good pals; he keeps his promises; he takes me through factories and shows me the town; I like him for his pocket book; he takes me to town with him.

Each of the following items was mentioned once: he calls me a good child; he is polite to my company; he teases Mother; he is affectionate; he never scolds or quarrels; he sympathizes with me when I get into scrapes; he lets me use his typewriter; he makes rabbit traps for me; he keeps my secrets; I like to get his letters; he helps us plant flowers; he tells riddles.

What Inferences May be Drawn from These Data?

Of the 617 themes written by the children, 97.2 per cent show appreciation for the companionship of the parent. The child's solicitude for his parent's company, comradeship, and welfare can be noted in nearly every instance. The themes simply glowed with remembered thrills of hikes and fishing and camping

trips which had been experienced with their fathers. Witness the following samples:

"I wish my Daddy would have more time to be with me and help me with my problems. I enjoy so much going camping and fishing with Dad. We have heaps of fun working in the garden together. I don't know what I would do without my Daddy."

"In the springtime, Dad and I begin digging in the garden. We plow the ground and plant radishes and onions. After these are gone we plant tomatoes, beets, and many other good things. We also have a wild flower garden; we go out in the woods and gather many wild flowers; we also have other kinds of flowers, such as roses, poppies, and others. After we get our gardens planted, during the summer, we go on picnics and we go swimming too. When summer is over and it is autumn we go out in the woods and gather pretty leaves. We take our guns along and have a target match. After the leaves have fallen, we take rakes and rake them up, and when it is dark we have a big bonfire. In the winter we go riding on our sleds and skating. My father and I have many good times that I enjoy."

"My Dad and Mother are parted and therefore I don't see my father but once or twice a year. He sends me ten dollars every month. He has just begun to send it to me here lately. He says I am older and need it. He lives in ..... and still he don't come over. I wish he would come to see me more often. I think he would if it wasn't for Mother. He don't want to see her. I get letters from him every week. He always tells me when he is coming, and Mother most always leaves so that my sister and I can have a good visit with him. I wish that he and Mother would go back together so we could have a home of our own. Because children need a father and mother both to love."

Children get lonesome for their parents. Often the parent does not realize this until it is too late. Probably no more truthful and effective picture of what a father means to his child could be drawn than is shown in these simple and natural themes. The facts tell the story. Children at certain ages hunger and yearn for companionship and confidence. Would that it could always be thus! Probably it could, if ——

The results of Theme III. "What I Wish My Daddy Would Say and Do More Often."

75—Go to Church
71—Go Hunting, Fishing, and Camping
60—Let Me Go to Shows and Parties
31—Play Games with Me
27—Go Driving
25—Be Kind
22—Stay at Home at Nights
18—Take Me to Town with Him
16—Move to the Country
16—Take Us with Him More Often
16—Buy Things for Me
16—Take Me Swimming
12—Go on Hikes with Me
9—Keep His Promises
9—Give Me More Money
8—Be More Interested in My School Work
8—Be Kind to Mother
7—Read to Us
7—Laugh and Be Jolly
6—Let Me Go to Sunday School
6—Talk to Us More
5—Take a Trip
5—Let Me Have a Bicycle
4—Bathe and Shave More Often
4—Buy More Books
4—Let Me Do as I Please
4—Let Me Go to Work with Him

Each of the following was mentioned three times: work harder; everything he does is O.K.; be a pal; read the Bible; tell me he loves me; be more patient; let me have a cat or dog; let me drive the car; buy a restaurant; let me ride a horse; buy a car.

Each of the following items was mentioned twice: compliment my work; sing and play; be kind; I wish he was happier; pop corn; help me with my music; teach me outdoor sports for girls; let me join the Y. M. C. A.; do the right thing; be more thoughtful.

Each of the following items was mentioned once: pray; say "yes"; come home oftener; listen to the radio.

What Inferences May be Drawn from These Data?

Here again the data point unmistakably in one direction. It is as if children arose in a body and cried, "Daddy, won't you take time for me?" Note that seventy-five children wish their daddy would go to church with them. The original themes show that they are even lonesome on the way to and from church, as well as in the service. The theme below is a sample of the wishes expressed by the children:

"I wish my Daddy would go to church with me. Mother sings in the choir and I have to sit all alone in a front seat."

Why Should Parents be Chums with Their Children?

The comradeship between father and son, mother and son, father and daughter, or mother and daughter is priceless because of its infinite possibilities for character building. Some significant reasons why parents should cultivate the friendship of their children and be closer companions are:

1. It makes for genuine happiness for both parent and child. Happiness should be one big aim in life, since it makes us more effective in our work, play, and social cooperation.
2. It would keep parents young and happy.
3. The child has a right to know his parents intimately and to feel that they are chums and confidants.
4. It is a parent's obligation to help in the development of right ideals and habits through comradeship.
5. Children learn more by imitation, in their early years, than in any other way. The parent who is in earnest and has the complete confidence of his child can exert a tremendous influence in this formative period of life.
6. Children at certain ages adore their parents, who thus become their models. A never failing consciousness of the truth of this statement will probably help busy parents to give the time they should to their children.
7. But the greatest reason for the comradeship of parents and children is that the confidence, trust, and respect of the

child which can be best gained in this way will probably last. A mutual understanding and sympathy for the weaknesses of one another will strengthen their bond of union and be significant for ultimate outcomes.

Many parents fail to realize, until it is too late, the significance of having the confidence of their children and a "chum" relationship. If this bond is not formed rather early in life, the child turns elsewhere for companionship; and parents live to regret that their adolescent children are almost strangers to them. When it is too late, many a father and mother have tried to cultivate intimacy with their children. When will parents learn to put first things first? What will it profit them to gain the whole world and lose their own child? Many have suffered keenly because of this. It need not have been, if ——

How Might Studies Similar to the One Just Reported Prove of Value?

Studies such as the one reported in the preceding pages have great possibilities for good. Some of the more potent possibilities are:

1. When parents and teachers cooperate in putting on such a program, a mutual understanding and sympathy is born in the united interest.
2. The candid suggestions of the children give parents and teachers a greater realization of the importance of comradeship.
3. Such data influence parents to take time out of their busy, crowded lives to know their children, to live with them, and to become their chums.
4. Similar studies might be made in which the children would write similar themes about "Mother." The mothers, as well as the fathers, need to know what children think of them.
5. Teachers and pupils might use such a method for mutual improvement. In one of the schools in this particular city the teachers asked the pupils to list the things they wished their teachers would not do. No names were to be signed.

They were urged to be candid and truthful in their suggestions. Several of the teachers for the first time learned that they had little habits that were annoying and distracting. The following were mentioned: (1) teacher nervously pulling at her beads; (2) taking off and putting on her glasses; (3) using her handkerchief so much; (4) snapping her fingers; (5) screwing up her face on one side; (6) shutting one eye; (7) using the same gesture all the time; (8) saying "Pep up," "Snap into it," "That's awful," "Wake up."

The pupils then asked the teacher to write upon the board, when they were not in the room, the things they said and did that annoyed her. The next morning they came to school early to read the list.

This device, the principal said, completely revolutionized the relationship between those teachers and their pupils. Sympathy and understanding, which might not have been awakened in any other way, was aroused. Both learned from one another. Both set to work constructively to help the other overcome faults.

Conclusion

1. Comradeship with children is a potent, vital means of influencing them in their choices. The habituating of those virtues listed in a preceding chapter could be greatly facilitated by this companionship.
2. Confidential statements of elementary school children show conclusively that they are virtually starving for the comradeship and confidence of their parents.
3. These reports show that children resent such interests on the part of their father as smoking, reading, belonging to many clubs, and business, because these rob them of his company.
4. While the study reported in this chapter concerns fathers, it is equally true that children long for and need the companionship of their mothers.

5. Parents are often very unhappy because their children, as young men and women, turn elsewhere for counsel. But after a child reaches a certain age, he no longer makes overtures to his parents, if his early advances were ignored. If the bond of fellowship and confidence is to be established, it must be developed by parents sharing in the early joys, sorrows, and problems of the child.
6. If parents want to believe that they have an opportunity to relive their own lives in the lives of their children; if they want to feel that they are potent factors in helping their children to make wholesome, satisfactory adjustments to their numerous perplexing life situations; if they want to feel that they are directing the development of the personalities of their children, they must take time to gain their confidence by working and playing with them.

CHAPTER XV

THE EFFECT OF GOOD READING AND GOOD MUSIC UPON GROWTH IN CHARACTER

Any constructive character education program for children must provide opportunity for: (1) the forming of right concepts and ideas as to rightness and wrongness of conduct, truth and falsity of standards; (2) making and practicing daily choices in conduct; and (3) judging and being judged for these choices, all to the end that good choices will be rewarded with satisfaction and wrong choices rewarded with annoyance.

What Role Does Good Reading Play in This Three-Step Plan of Character Development?

Good reading is one great and economical source of right concepts and ideals which ought to be accessible to every child. It is the child's birthright to know and to experience the dreams, the aspirations, the struggles, and immortal achievements of the race. How better could he be stimulated to emulate the accomplishments of the great than by reading and reliving in imagination their joys and sorrows, their conquests and defeats.

But too much must not be claimed for good reading as a direct character changing force. Children have been known to weep almost hysterically over *Black Beauty,* and yet neglect to feed, water, or treat kindly their own pony. It is not uncommon for boys to be greatly moved by the courageous, noble, faithful, and heroic life depicted in *The Dog of Flanders,* and yet beat cruelly their own pups on the slightest provocation. Until the story of any heroic action is translated into life, into neurone connections, and becomes a part of the moral muscles, as it were, one dare not claim too positively that it is a direct, dynamic maker or modifier of character. It is one of the fine bits of irony in life that there is no necessary connection between the state of mind,

particularly in thought and emotion, produced by a piece of good literature, and *action*. Nature has seen fit to leave an unbridged gap here. Whenever possible, therefore, there should be provided some means of giving expression in action to worthy thoughts, emotions, and ideals that have been awakened through reading. School activities, especially of a literary or social character, should be organized, in part at least, with this end in view.

Failure to provide appropriate means of expressing in action the thoughts, emotions, and ideals of good reading may very easily result, not only in an enervating of character, but in sentimentalism and positive moral deterioration.

The classic example of sheer sentimentalism is that cited by James.

> The weeping of the Russian lady over the fictitious personages in the play, while her coachman is freezing to death on his seat outside, is the sort of thing that everywhere happens on a less glaring scale. . . . One becomes filled with emotions which habitually pass without prompting to any deed, and so the inertly sentimental condition is kept up. The remedy would be, never to suffer one's self to have an emotion at a concert without expressing it afterward in *some* active way. Let the expression be the least thing in the world—speaking genially to one's grandmother, or giving up one's seat in a horse-car, if nothing more heroic offers—but let it not fail to take place.[1]

However, good reading exerts its influence upon character in indirect ways. It provides the child with an outlet for his impulses and hence becomes a wholesome interest. It not only holds his interest while he is reading, but it affords choice food for his active imagination in reliving, again and again, in his thought life the gripping experiences portrayed in the story. It affords him much wholesome, interesting material for the gang's education; and it may incite him to plan and carry out certain reforms in his own and in his group life. It may reinforce certain much needed motive drives for right conduct; and it should be used by him as reliable standards of what is right and what is wrong.

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[1] William James, *Psychology* (Henry Holt and Co., 1893), p. 148.

In brief, the value of good reading as a character molding agency is that it becomes another stimulating interest filling the child's time and mind with many interesting pictures and ideals that challenge him to make right choices, in this way causing the undesirable habits to die from disuse. Besides adding to a child's fund of knowledge and creating a desire for further reading, a good book should cultivate in the child an appreciation for the beautiful and inculcate worthy ideals of conduct, which help him make right choices in trying life situations.

What Are the Characteristics of Undesirable Books?

Terman and Lima[2] group all undesirable books into two classes: (1) those that are worthless, from both a literary and educational point of view, and (2) those that are directly harmful. In the former class come those cheap editions of "juvenile series" which are made up of impossible adventures and melodramatic and unreal heroism, and which present a distorted notion of life. They are written without regard for style. They hold the child's interest because the ridiculous and impossible exploits of the characters gratify their daydreaming impulse. The resulting wrong attitudes developed through extensive reading of this type of fiction are typified in a case reported by Terman and Lima. This boy had read all of the Alger and Tom Swift books.

His waking hours were almost an unbroken daydream; he had not learned how to swim or row or how to take part in any of the usual outdoor games and sports in which the normal boy delights. At home he never offered any real assistance to his mother or father, but he often expressed a wish to "earn a fortune" for them. He said one day as he was passing by a small lake with his father, "I wish one of those girls would fall in, so I could rescue her and get a Carnegie medal and have my name in the papers. I bet the girl's father would give me a couple of thousand dollars, and I'd buy an airplane, or invent one, and I'd go to Alaska in it and find a gold mine or a diamond mine or something." The mind of this boy was so filled with improbable adventures that all of life had taken on a tinge of unreality. In-

[2] Terman and Lima, *Children's Reading* (D. Appleton and Company, New York, 1926).

stead of learning to swim, he read of the daring aquatic feats of others. Instead of trying to earn money, he wished for sudden wealth and found the fulfillment of his wish in the overnight fortunes that fell to the lucky heroes in his books of unreal and improbable happenings.[3]

Fortunately, the books that exert a direct and positive moral harm are slowly disappearing. These books present robberies, debaucheries, and several other vices in such an interesting, pseudo-defensible way as to blunt the boy's moral discrimination of values. Since adolescence is a time of extreme sensitivity and desire for excitement, bad books may lead directly to covert attempts at crime. While girls may not take a fancy to "hold up" stories, they fall victims to silly, sentimental trash. When these stories are tinged with suggestive sex escapades, no little harm may result. When girls prefer to spend their time reading trivial novels, instead of hiking, swimming, roller skating, playing tennis or ball, it is time that parents and teachers became alarmed.

There are also certain pernicious magazines. Some of these are growing rapidly in popularity. For example, one has 650,000 readers; another has an even greater circulation. Three others have hundreds of thousands of readers.

Why Have Many Children So Few Desirable Books?

Why do parents not provide more splendid books for their children? Probably the item of cost is not the least of the reasons. One can get an interesting and gripping but worthless book of fiction for forty-nine cents at some sale; but a book written by Van Loon, Fabre, John Burroughs, W. H. Hudson, Rudyard Kipling, Howard Pyle, Ernest Thompson Seton, Vernon Kellogg, or Eva March Tappan will probably cost several times that. But one good three-dollar book is worth much more to the child than several of the cheaper type. Should we measure the price of a book by dollars, or by the immediate and ultimate influence it exerts upon the emotional and intellectual life of the child?

Another reason why the adolescent youth does not possess better books is that he gets his reading tastes from other mem-

[3] *Ibid*, pp. 78-9.

bers of the family. For example, *Gentlemen Prefer Blondes,* which appeared first in 1925, had its thirteenth printing within six months. Did Van Dyke's *The Other Wise Man,* Robinson's *The Mind in the Making,* or Wells' *Outline of History* experience such sensational sales?[4]

Again, parents, teachers, and Boards of Education often claim that they do not know what books to buy for children of various ages, or where to buy them. But, by a little inquiring, they could learn that good book lists for children of all ages are to be obtained for the asking from up-to-date libraries. Thousands of dollars have been spent in research during the last few years in an attempt to select desirable books upon practically every topic that might appeal to children, from kindergarten to high school age inclusive. For example, *Children's Reading,* by Terman and Lima, lists hundreds of books, giving the author, title, price, name of the publishers, a brief notation of the nature or value of each book, as well as the age of the child to whom it is likely to appeal. The book list is universal in its appeal, ranging from Bible stories to books on aviation and radio.

Another splendid and authoritative piece of work is *A Guide to Literature for Character Training,*[5] by Starbuck and Shuttleworth. Herein one finds hundreds of myths and legends listed under such themes as achievement, adventure, chivalry, danger, duty, home, and work, and also hundreds of myths and legends exemplifying such virtues as obedience, cooperation, service, ingenuity, honor, industry, fidelity, and patience. These stories, with the names of the authors and publishers given, are carefully selected for each grade and ranked as to value.

Since elaborate book lists, scientifically selected, are available for parents, teachers, or Boards of Education, the book list submitted in the appendix is very small. There is no excuse for inserting even this list, except for parents and teachers who may

[4] Phyllis P. Blanchard, *The Child and Society* (Longmans, Green and Co., 1928), pp. 183-4.

[5] The Macmillan Company, 1928.

want to make some purchases at once while waiting for elaborate and authoritative graded lists.

Every child should have his own library. By the time he reaches adolescence, he ought to possess and to have read a number of good books. These books should represent his changes and development in reading tastes from early childhood. The cost of such a private library, when distributed over a number of years, is usually not prohibitive. If the money spent for worthless books, useless toys, gum, tobacco, candy, and questionable movies were invested in good books, how much richer in genuine happiness and constructive achievement the child's life might be!

What Is the Role of Good Music in Character Development?

The Fourth Yearbook of the Department of Superintendence sets forth the general and specific aims of music instruction as follows:

> The general or humanistic aim of music instruction is to contribute to the character of the individual and society an additional measure of the idealism, the joyous preoccupation with unselfish interest, the elevation and purification of feeling, and the psychic health dependent upon abundant but orderly expression of emotion, that come from appreciative contact with, and the endeavor to create or recreate the beautiful in music.
>
> The specific or musical aim is to develop appreciation of the beauty that is in music, as a condition of attaining the general ends described.[6]

Good music, because it gives a *balanced* and complete satisfying outlet to the emotional urges, affects character development. Good music is replete with a richness of rhythm, dynamic shading, melodic risings and fallings, tone color, and harmonies; but these stimulations are arranged in effective balance in such a way that the effect upon the recipient is a balanced, beautiful, and exalted general toning up of the whole of the feeling and emotional life. Not so with jazz, which by its composition is highly

[6] "Fourth Yearbook of the Department of Superintendence." (Feb., 1926.) Published by *The Department of Superintendence*, Washington, D. C.

unbalanced and is written to arouse certain specific feeling centers only. Such selections are disintegrating in their effect upon the affective life, especially that of adolescents who, because of rapid changes of growth, are experiencing a struggle to maintain poise of personality.

Good music, like good reading material, furnishes an outlet for certain innate impulses. It becomes another wholesome interest, an aesthetic and purifying leisure activity, filling the child's time and providing a stimulus, second to none, for both his intellectual and emotional development. It is now the opinion of experts in the field of music that children should be exposed from infancy to carefully chosen music experiences that are compatible with their aesthetic and intellectual development. Thousands of dollars and months of scientific research have been given to provide such a repertoire of musical experiences for the whole of childhood so that there is no longer any excuse for teachers and parents neglecting this phase of development. In the appendix references giving information regarding musical instruction and appreciation in all its phases for all ages are listed.

Conclusion

1. While too much must not be claimed for good reading as a direct moulder of noble character, yet the following virtues are inherent in good books:
   (1) They supply right concepts, and right concepts are needed before one can make wise choices.
   (2) They offer a most wholesome leisure interest and activity. A child who is reading good books is safe for the time being from mischief.
   (3) They are likely to inculcate worthy ideals of conduct which will help the child make right choices in perplexing life situations.
2. Undesirable books are: (1) Those which depict unreal, impossible and distorted notions of success and happiness and (2) those which suggest robberies, hold-ups, debaucheries, and unwholesome sex escapades.

3. The greatest of care should be used in the selection of books for the child's personal library. Parents should consult reliable, scientific, classified book lists in buying new books.
4. Good music is not to be ignored in the development of character because (1) it affords a satisfying outlet for emotional urges and (2) it gives the child another wholesome interest for his leisure hours.
5. Parents and teachers should see that, beginning early in life, the child has an opportunity to enjoy and express himself through wholesome musical experiences.

CONCLUSION

HOW INCLUSIVE SHALL ANY CHARACTER EDUCATION PROGRAM BE?

An effective character education program must touch the life of the child in his every waking moment. How fortunate is that child whose wholesome home and school atmosphere is supplemented by a stimulating, constructive community environment! It is almost futile for any one institution to hope to accomplish much alone. In many respects, one of the biggest jobs of the school is to enlist the hearty support and cooperation of all other community organizations in the great work of rearing honest, happy, progressive, virile, and law-abiding citizens.

In every community, there are several organizations that are only waiting an opportunity to do something tremendously worth while. Of course, they have to be "shown." The project for helping the children in some new way must be sold to them, before one can expect heart and purse strings to loosen. But the majority of members of these organizations are parents. Regardless of how selfish or sordid they may seem to have become, few of them are really so self-centered as to disregard an appeal for a happier, cleaner, and better world for their children. Not only can splendid leaders in citizenship enterprises for boys and girls be found among the adults in these organizations, but even in the smallest communities hundreds of dollars can be raised to support the youth movement, after it is launched.

What Are Some Community Socializing Enterprises That Ought to be Sponsored Twelve Months Each Year?

Music. Good music is one of the socializing enterprises that ought to be functioning in every community as a follow-up to

the music work of the school and home. It ought to be upon a twelve-month basis. For the masses of children the long summer vacations are boresome; frequently they are times of mental and moral deterioration. The child must have an outlet for his urges. If none is provided, he seeks one, and too often the consequences are very undesirable. One of the most desirable avocations a child can have is music. Good music stirs to the depths the finer impulses of the human life, just as vicious jazz appeals to the coarser, primitive impulses. "Teach a boy to blow a horn and he will never blow a bank," has a significance so psychologically sound as not to be smiled at derisively. But instruments, music, and a cultured leader cost money. Are the boys and girls worth it? Who will finance such a project during the summer months for the youth, or during the school year, when school revenues are low?

Nature clubs. Probably the organization of nature clubs cannot be surpassed as a means of developing wholesome, clean interests in youth which will carry over into adult life. Communities that have sponsored the study of nature and outdoor living by their young folk regard these hours as the most valuable for the enrichment of life. Immeasurable insight regarding the meaning and purpose of creation is revealed in a study of the stars, rocks, birds, flowers, insect and animal life. A child is touched profoundly when he senses his responsible place in the creation of things.

But, aside from the moral and intellectual possibilities inherent in nature study, there is still another very probable outcome. The child may acquire a hobby for some phase of nature study which he will pursue through life, affording himself and his family hours of happy, interesting, and wholesome recreation. For to anyone who knocks on any door of nature, the whole of infinity comes to answer. Tennyson felt the infinite reach of the encompassing revelation of nature when he said,

> Flower in the crannied wall,
> I pluck you out of the crannies,
> I hold you here, root and all, in my hand,

Little flower—but *if* I could understand
What you are, root and all, and all in all,
I should know what God and man is.

Reading rooms. Good reading material in the way of books and magazines and a charming librarian who understands the stories loved by children may have a great influence in character education. The power of suggestion in books and stories motivates action. Why not fill the youth's mind with glowing accounts of wholesome adventure and heroism, in the realms of science, industry, invention, art, architecture, music, literature, medicine, as well as in the deeds of our great explorers? The book list for youths given in the Bibliography at the end of this book is only a suggestion of the wealth of interesting, clean, and worth-while reading material available.

No town, however small, should be without its reading room or circulating library. Surely the mothers of the several community clubs could take turns in some sort of daily book exchange. Often some capable high school student can be found who needs to earn some spending money and who will gladly act as librarian. A room in some building or home could be used for the book exchange.

Playgrounds. Playground and playground equipment are lacking in many towns. Spencer was wont to say, "Better have playgrounds without schools than schools without playgrounds." Children must have an outlet for their energies. Shall that activity vent itself in the back alley or lumber yard, or in an attractive well-equipped community park or playground?

One eastern city reports that *stealing* and *smashing* windows (previously a pastime for some boys) had almost become a lost art with the advent of public playgrounds. The boys are now so busy stealing bases and smashing out home-runs that they have no time for anything else.

Community movies. In some communities the children, under the direction of a committee composed of members of their group and an equal number of interested adults, have provided splendid movie and theatrical entertainment during the vacation

months. Social reformers are united in declaring that some of the worst cases of youthful delinquency brought to their notice are the product of the power of suggestion, through undesirable movies, upon the highly emotional, impulsive, imaginative youth. But there are scores of very fine, wholesome, gripping films that might well take the place of the sensational stuff now so generally presented. It is only a matter of a few years when every wide awake community will keep a careful check on the movies shown there.

Special church programs. In a few communities, the church has begun to vitalize its work with young people. In a certain mid-western city, the pastor of one of the churches holds two extra meetings during the week, one for high school girls and boys, and one for parents. In the meeting for the high school students, the psychology of the adolescent is discussed under a series of topics. Twenty minutes or more are devoted to questions and discussion from the floor. These conference groups take up such problems as "petting," smoking, indecent dancing, dressing, meaning of sex, purposes of life and living, consideration for father and mother, etc.

The following evening, in a meeting for the parents, the pastor again discusses the psychology of adolescence from the viewpoint of the parent. Many parents, for the first time, are beginning to understand the emotional and impulsive lives of their children. In other instances, the Sunday school is attempting to emphasize, in its lessons, the same virtues and ideals upon which the school and home are focusing.

Young people's organizations. Such organizations as the Boy Scouts, Girl Scouts, Camp Fire Girls, Cadets, Walton Clubs, and Audubon Clubs, whose aim it is to help young people live more abundantly, should be encouraged, sponsored, and financed by every community.

Who Should Furnish the Leadership and the Money for These Community Movements?

The highest type of *skilled leadership* for all the needed socializing enterprises can almost invariably be found among the mem-

bers of a community. Nearly every community has men and women who are or were at one time proficient in some avocation. They could easily be induced to join in some socializing youth movement, if they felt that the project was worth while, and was respected and sponsored by the community.

America could learn much from European countries in the way of finding leaders within the community. There, in so many instances, noted men and women take up as their avocation some social work for young people. Their service is of incalculable value in directing musical activities or different forms of nature study or sports. Have we any reason to believe that in America we could not do as much? Probably, if the school played the part it should as the agency for social progress in the community, it would find little difficulty in selecting worth-while leaders within its midst. But, if the talent is not forthcoming in the community, the school should *tell the need* of this social service enterprise so well to the different clubs and organizations that funds will be provided. Great material and spiritual resources are available in such organizations as the Rotarians, Lions, Kiwanis, and Conopian clubs.

In a certain small city a committee of boys and girls from the junior high school called upon the superintendent of schools one day to ask that the Board of Education equip the city park (the only play-space in town) with play apparatus, volley ball and baseball grounds, a tennis court, and a wading pool. The superintendent knew that the funds of the Board of Education were depleted. But there was another avenue. He got permission to give these children twelve minutes to present their case at the Kiwanis Club's noon luncheon. The cause of the children was so well presented and their need so keenly felt that the clearing and cleaning of the newly acquired golf links of this club were let out to the superintendent of schools and the children for $1,200, the proceeds to be spent for playground equipment. Needless to say, they did the work well, the park was equipped, and great pride was taken by the children in keeping everything shipshape.

In another small city system, the three leading lodges and their respective women's organizations are each sponsoring the three

high school classes of the Senior High School. Once each month the lodge either entertains or is entertained by the class that it is sponsoring. The pupils receive guidance, encouragement, and instruction. The members of these lodges take their responsibilities seriously, for the students come to them individually with most of their perplexing problems. The teachers believe that nothing else has ever had such a salutary effect on scholarship and discipline as has this show of adult interest and brotherhood.

In another instance, the Rotary Club in a certain large town sponsors a group of boys supposedly incorrigible. Each member of the club has taken one boy to "daddy" or advise. Once each week, that boy comes to this member's place of business for conference. Each sponsor helps his boy get work, explains to him the possibilities open in certain vocations, often invites him to eat with him, takes him along on excursions; in fact, it is the Spartan method, humanized and modernized.

These three examples are being duplicated every day in towns and cities where adult organizations are helped to realize their potentialities for aiding youth.

To conclude: What this generation of parents and teachers needs is to feel that it is a vital part of the great relay race of an on-going civilization. Shall this generation so run that race as to give the next an overwhelming handicap or a significant lead? The answer depends upon the insight and foresight which we exercise in human relationship. The logic of history makes us predecessors of a succeeding generation. We are at one and the same time both posterity and ancestry. We are not only the children of our fathers, but we are also the fathers of our children. Every generation telescopes at each end into another. If we are standing on the shoulders of those that went before, those that come after will, in turn, stand on our shoulders. We are, therefore, not only building on foundations laid by others, but we ourselves are laying foundations on which others will build. What kind of foundations shall we lay?

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SANDBURG, CARL. *Abraham Lincoln: The Prairie Years.* Harcourt, Brace and Company.

Two volumes which are rich in both historical information and genuine inspiration for high school students.

STANDARD, MARY NEWTON. *The Dreamer.* J. B. Lippincott Company.
A sympathetic and clear picture of the life of Edgar Allan Poe.

STEELE, BYRON. *O Rare Ben Jonson.* Alfred A. Knopf.
The theatre and theatre-goers of Jonson's day help one appreciate Shakespeare's plays and the life of those times.

SULLIVAN, MARK. *Our Times.* Charles Scribner's Sons.
Students of United States History will enjoy the close up views of life in this country from 1900-1925 as pictured by Sullivan.

TAPPAN, E. M. *Letters from Colonial Children.* Houghton, Mifflin Company.
These letters give an admirable insight from the child's viewpoint into the life and conditions of colonial times.

TWAIN, MARK. *Roughing It.* Harper and Brothers.
An entertaining book of American travel.

WADE, M. H. *Trail Blazers.* Little, Brown and Company.
A splendid story of the Lewis and Clarke expedition.

Reference Lists for Parents and Teachers

Below are cited a few of the many publications to which parents and teachers should have access. Those references which are starred (*) are citations of source material. They are for the most part devoted to brief descriptions of hundreds of valuable books, pictures, pieces of music, games and plays for children of all ages.

CHILDREN'S READING

*TERMAN and LIMA. *Children's Reading.* D. Appleton and Company, 1925. Classified lists of books by grades.

*GARDNER and RAMSEY. *A Handbook of Children's Literature.* Pages 200-340. Scott, Foresman and Company, 1927. Similar to the preceding. Every school and home should have access to one of these.

*STARBUCK and SHUTTLEWORTH. *A Guide to Literature for Character Training.* (Two volumes.) The Macmillan Company, 1928.

*American Library Association Book List. 86 East Randolph Street, Chicago. Issued monthly by the American Library Association. (A selected list is issued annually.)

*EATON, ANNE. *Books for Vacation Reading.* Lincoln School, Columbia University.

*Graded List of Books for Children. Prepared by Elementary School Library Committee of the N. E. A., Chicago. American Library Association.

CHILDREN'S MUSIC

I. Interpretation and Appreciation through phonograph records.

*_Latest List of New Columbia Records for Kindergarten and Primary Grades._ Educational Department, Columbia Graphophone Co., 1819 Broadway, New York City.

*1, _Music Appreciation with the Victrola for Children;_ 2, _The Victrola in Rural Schools;_ 3, _The Victrola in Correlation with English and American Literature._ Victor Talking Machine Company, Camden, New Jersey.

II. Song Books for Children:

BACON, D. M. _Songs Every Child Should Know._ Doubleday, Doran and Company. A collection of melodies for children 8-14.

COOPER, DOROTHY, and OTHERS. _Folk Songs of Bohemia._ R. D. Szalatnay, New York City. A song book that is also a picture book.

ELLIOTT, J. W. _Mother Goose's Nursery Rhymes and Nursery Songs._ McLaughlin Brothers. Very popular with little folks.

JONES and BARBOUR. _Child Land in Song and Rhythm._ A. Schmidt, New York City. Two volumes, $1.00 each. For children 6-10.

NEIDLINGER, W. H. _Small Songs for Small Singers_ (with or without illustrations). Schirmer.

PICTURES

*HECKMAN, ALBERT W. _Paintings of Many Lands and Ages._ The Art Extension Society, 415 Madison Avenue, New York City. Contains a suggested list of pictures for each grade. Comments upon art appreciation and presentation, very valuable.

*Pamphlets which describe masterpieces of art and suggest the age level of appreciation for children may be had by writing:

F. W. Owen Publishing Co., Dansville, N. Y.

Perry Picture Co., Malden, Mass.

The Colonial Art Co., Oklahoma City, Okla.

BACON, M. S. _Pictures Every Child Should Know._ Doubleday, Doran and Company; Grosset and Dunlap. Descriptions and photographs, 10-12 years.

BRYANT, MRS. L. M. _The Children's Book of Celebrated Sculpture._ The Century Company. For children of 12 to 16.

HURLL, E. M. *How to Show Pictures to Children.* Houghton Mifflin Company. A very valuable book. 10-12 years.

REINACH, SALOMON. *Apollo.* Charles Scribner's Sons. An illustrated manual of the history of art.

GAMES, TOYS, PLAY AND PLAYGROUND EQUIPMENT FOR SCHOOL AND HOME

*SPEAKMAN, MARTHA. *A Brief Manual of Games for Organized Play.* Price, 10c. Bureau Publication No. 113 (revised edition), Department of Labor, Government Printing Office, Washington, D. C.

**List of References on Play and Playgrounds.* (Prepared in the Library Division of Education.) Library Leaflet No. 29, Department of the Interior, Bureau of Education, Washington, D. C.

CANFIELD, DOROTHY, and OTHERS. *What Shall We Do Now?* Frederick A. Stokes. A book describing children's games, amusements, and occupations. 10-12.

CURTIS, HENRY S. *Play and Recreation for the Open Country.* The Macmillan Company.

DIXIE, RAYMOND. *The Boy Magician.* Lothrop, Lee & Shepard Company. A book which supplies ideas for entertainment.

GARRISON, CHARLOTTE G. *Permanent Play Materials for Young Children.* Charles Scribner's Sons.

HALL, A. NEELY. *Homemade Games and Game Equipment.* Lothrop, Lee & Shepard Company. A compilation of games with a simplified description for their *construction and use.*

LEONARD, M. S. *Best Toys for Children,* 40c. 2230 VanHise Avenue, Madison, Wisconsin. A brief article on toys and a list of play materials. The supplement, a list of the toys recommended, together with their manufacturers, may be had free of charge if self-addressed stamped envelope accompanies the request.

HANDICRAFT AND WOODCRAFT

WEICKING, ANNA M. *Education Through Manual Activities.* Ginn and Company. Both the theory and practice of manual activities for older children are set forth in this study.

SETON, E. T. *Woodcraft Manual for Boys; Woodcraft Manual for Girls.* Doubleday, Doran and Company. Very valuable.

WHITE, S. E. *The Forest.* Doubleday, Doran and Company. An inspiring book for those who love the open.

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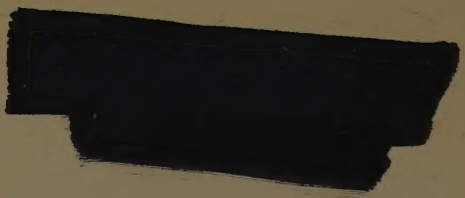

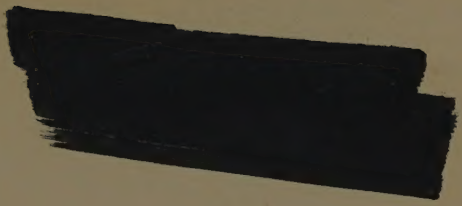

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